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Attitudes of selected groups concerning the faculty role in campus disorders

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Attitudes of selected groups concerning
the faculty role in campus disorders

by

Larry Harold Ebbers

A Dissertation Submitted to the
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INTRODUCTION

Campus disorders have become a focal point of discussion both inside and outside the university community. Controversy over causes, respective leadership roles, alternative solutions, conflict resolutions and violence have caused a great deal of confusion within the academic community. Pressures from both inside and outside the university have had a considerable impact upon the academic environment.

There have been many theories advanced regarding the causes of campus disorders. The most prominent causes suggested are social issues, university social regulations, academic reform and participatory responsibility; however, very little has been done toward developing a response to campus disorders.

National concern for a response to campus disorders led to the creation of a special committee on campus tensions and the appointment of a presidential commission to study the causes of student unrest. Both of these committees have made recommendations which are discussed in the literature review chapter.

A major concern of many people with respect to campus disorders is, "Where are the faculty?" Students, faculty members themselves, administrators and non-university citizens have attacked the faculty because of its lack of responsiveness to campus disorders. Definite patterns of faculty involvement in

such activities as planning protests, preventing disorders, reacting to disturbances and involvement in past disorders have raised many questions regarding the role of faculty within the minds of students, faculty, administrators and non-university community members.

The joint statement of the Association of Governing Boards, The Association of American Colleges and the American Association of University Professors argues that faculty should have the primary responsibility in curriculum subject matter, methods of instruction and degree requirements, faculty status, appointments and terminations of faculty and tenure, research, and in aspects of student life that relate to education.

Since the acceptance of this statement, faculty involvement in student life issues has been sporadic. At times the interest has been very high, but as the critical nature of issue diminishes, so does the interest of the faculty.

McConnell (22) says, "It is increasingly apparent that student rebelliousness cannot be contained within tolerable grounds unless the main body of the faculty and the administrative offices -- and students -- can agree on a constructive policy of university life, the conditions for continuing renewal, the means of maintaining stability during change, and the penalties for serious infraction of the standards and operating rules of the community."

There has been some research done on why or how students become involved in campus disorders, but there has been very little

investigation of the role of faculty in disorders. Little research exists with respect to faculty involvement and responsibility from the point of view of attitude, participation, interaction, role assumption, classroom relationship, accountability and follow up to disorders.

In response to the need for this type of study, the author has attempted to survey the attitudes of faculty, students, administrators and Ames, Iowa residents toward the faculty role in campus disorders.

For the purpose of this study, Campus Disorders are defined as any interference which prohibits others from conducting their rightful business. (Examples - interference with academic activities, interference with the right of persons to speak or hear others speak, obstructive sit-ins, blockading of campus recruiters, etc.) Faculty are defined as those staff members with the rank of assistant professor or above who are actively engaged in teaching or research. Administrators (e.g., vice presidents, deans, directors, student affairs staff) are not considered as faculty members for the purpose of this study.

This study is designed to attain the following objectives:

1. To determine attitudes of selected groups toward campus disorders.
2. To determine attitudes of selected groups toward the faculty role in planning campus disorders.
3. To determine attitudes of selected groups toward faculty involvement during a campus disorder.

4. To determine attitudes of selected groups toward the faculty role in follow-up to a campus disorder.
5. To determine attitudes of selected groups toward faculty rights during a campus disorder.
6. To determine the correlation between attitudes of selected groups toward the faculty role in campus disorders versus how these groups think the faculty view their role.

The following hypotheses have been made with regard to the research:

1. There are no significant differences between views of students, Ames residents, faculty members and administrators on selected issues.
2. There are no significant differences between the perceived views of faculty members by students, Ames residents, faculty members and administrators on selected issues.
3. There is no significant difference between the personal view of students on selected issues and how they think the faculty will view these issues.
4. There is no significant difference between the personal view of administrators on selected issues and how they think the faculty will view these issues.
5. There is no significant difference between the personal view of residents on selected issues and how they think the faculty will view these issues.
6. There is no significant difference between the personal view of faculty members on selected issues and how they think the general faculty will view these issues.
7. The rating of the respondent is independent of the categorization of the respondent.

LITERATURE REVIEW

The investigation of literature with respect to the role of the faculty in campus disorders revealed little research in the definitive area, however, related subject matter areas such as governance, disruptions and academic policy making provided supportive research.

The review included an extensive search of sources containing information and research relating to the faculty role in campus disorders. Sources researched included books, journal publications, ERIC documents, unpublished manuscripts, educational conference proceedings, Datrix (University Microfilms, Ann Arbor, Michigan), public and private research centers and foundations and government documents.

Boruch (5), in his study of the faculty role in campus unrest, found that demonstrations occurred at 181 of the 281 institutions included in the sample. Eighty-three percent of these demonstrations consisted of peaceful marches, gatherings of students and other diplomatic forms of protest. A questionnaire administered to administrators at the 281 institutions revealed that approximately 25 percent of the institutions involved faculty in administrative planning to deal with protests. Twenty-six percent of the institutions reported that faculty provided information to the administration prior to any significant activity, and nine percent of the colleges reported that some faculty were actually

leaders in campus disorders. Teaching assistants were found to be leaders in only five percent of the institutions. Although not statistically documented most administrators indicated that sympathetic support was the predominant form of faculty participation.

Faculty resolutions regarding specific protest issues were made at 16 of 181 institutions; however, the majority of the resolutions consisted of statements regarding substantive issues rather than protest tactics. Faculty involvement in planning protests was more related to diplomatic or physical and non-obstructive activity than the more violent obstructive behavior.

Protest incidents were found to be correlated slightly with the existence of faculty committees for processing requests from student government. Further data analysis by Boruch on faculty-administrative relations and institutional attractiveness to faculty indicates that administrators saw protests as having no detrimental effects.

In his investigation for the American Council of Education (ACE) and the Carnegie Commission on the Future of Higher Education, Bayer (4) gathered data from 100,315 faculty selected from two year colleges, four year colleges and universities. Sixty thousand and twenty-eight responded to the survey. Twenty-six percent of the faculty from universities and twenty-nine percent of the faculty from all institutions agreed strongly or with reservation that student demonstrations have no place on a college

campus.

The ACE investigation also revealed that 83 percent of the faculty at all institutions and 82.6 percent of the university faculties agree strongly or with reservation that campus disruptions by militant students are a threat to academic freedom. Data indicated that only 18 percent of the faculty at all institutions and 16.8 percent at universities agree strongly or with reservation that college officials have the right to regulate student behavior off campus. Faculty members (80.1 percent at all institutions and 79.5 at universities) supported the statement that students who disrupt the functioning of a college should be expelled or suspended.

Twenty-one percent of the faculty at all institutions and 22 percent of the faculty at universities agreed strongly or with reservation that faculty members while on campus should be free to advocate violent resistance to public authority, whereas, 83 percent of both groups stated that faculty members should be free to present in class any ideas that they consider relevant.

A study of 1000 Deans of Students by Peterson (25) indicated that issues pertaining to faculty, instruction, and freedom of expression rarely evoked student activism. Major issues causing student activism were the Viet Nam War (38 percent) and student life issues (34 percent). In relationship to protests concerning faculty issues, Peterson and Centra (26) reported that in 1964-65, 169 universities had student demonstrations over a particular

faculty member or a group of faculty members.

Research by Wilson and Gaff (34) reports that of 522 faculty members at nine campuses in six states, only 11 percent saw no benefit in protest activities, whereas 77 percent said they generally supported these protests. Seventy-nine percent of the faculty, however, had concern for the negative effects of a protest, although 65 percent indicated that positive factors outweighed the negative factors involved. As a result of the protests, 52 percent of the faculty members had made some changes in their classroom activities or policies, and 25 percent indicated they had altered the content of their courses to some degree. Major faculty concerns were expressed regarding the issues of misuse of educational freedom, infringement on the rights of others and loss of time in normal academic work.

In research by Dykes (14), respondents to a study of the faculty role in academic decision making perceived student affairs as primarily the responsibility of the administration. The study involved personal interviews with 20 percent of the faculty (106 persons) of the College of Liberal Arts and Sciences of a large midwestern university. Twenty-seven percent said that faculty should not usually be involved or that they had no role in dealing with student affairs, including discipline, student government, recreation or related activities; however, 24 percent thought the faculty should have a strong role in student affairs. Almost 50 percent thought faculty should be involved in making recommendations

to the administration via mechanisms such as faculty advisory or consultative groups. Greatest concern for involvement in the student affairs area were voiced when decisions were being made that appeared inconsistent with the university's academic goals. Data revealed that in comparison with research, teaching and other professorial interests, student affairs matters ranked very low in the academician's system of priorities. The faculty members' views indicated that as the distance from academic matters increased, the less interested they were in having an influential role; however, they stated a need for faculty checks, faculty surveillance and faculty veto power even in areas where they had little or no involvement. Factors which inhibited faculty participation in decision making, based on a range of 100 to 1, were: taking time from research (82.7), too much time spent on inconsequential matters (55.7), indifference of faculty members (42.3), procrastination in decision making (34.6), and time taken away from teaching and teaching preparation (30.8). Fifteen percent of those interviewed felt free to take positions on issues contrary to the administration, whereas 52 percent felt fairly free and 25 percent did not feel very free. Four percent said they did not feel at all free to take such a stand. Concerning the use of participatory devices for expression of their views, the faculty listed the following devices in rank order of usefulness: departmental staff meetings (73.0), ad hoc faculty committees (53.9), standing faculty committees (51.9), the Faculty Senate (46.1), and the local chapter

of the American Association of University Professors (AAUP) (36.5). Fifty four percent of those interviewed agreed with the statement that faculty committees have considerable influence on decisions, whereas 10 percent said they had little influence on decisions.

In their investigation in 1968 of 1559 full time faculty members at six widely diverse colleges and universities in three states, Wilson and Gaff (35) gathered data which refutes the stereotype that faculty members are more interested in research, consulting and attending meetings than in teaching, and that they are the major block to making higher education more relevant. Seventy-one percent of the 954 who responded thought informal interaction between faculty and students should be increased, whereas 28 percent thought it should remain the same and one percent thought it should be decreased. Data revealed that 39 percent of the faculty agreed strongly and 43 percent agreed somewhat that students should be allowed to earn academic credit by working in community projects directly related to their academic interests, whereas 11 percent disagreed somewhat and 7 percent disagreed strongly with the statement. Faculty who were from the lower ranks and from the humanities and social sciences rather than the natural sciences or applied fields were significantly more change oriented.

Cross (10), in reporting data researched by Gaff and Wilson, indicated that younger faculty might be expected to view campus events from a different perspective than older faculty. This was indicated in faculty responses to the following hypothetical in-

cident: "A faculty member participated in a non-violent sit-in demonstration in the administration building." Thirty percent of the faculty under 30 and 63 percent of the faculty over 55 responded that such an incident definitely should not or probably should not be permitted. Another incident regarding an anti-draft meeting on campus and a subsequent picketing of a local selective service board resulted in 20 percent of those under 30 and 45 percent of those over 55 responding that the incident definitely should not or probably should not be permitted. A general tendency was shown for those from 30 to 39 to agree with the younger group, whereas those from 40 to 54 expressed attitudes more similar to those of the older group.

In their book University Goals and Academic Power, Gross and Grambsch's (16) table on the power structure of American universities listed the President first (mean score 4.65), followed by Regents (mean score 4.37), Vice Presidents (mean score 4.12), Dean of Professional Schools (mean score 3.62), Dean of Graduate School (mean score 3.59), Dean of Liberal Arts (mean score 3.56), Faculty (mean score 3.31), Chairmen (mean score 3.19), Legislators (mean score 2.94), Federal Government (mean score 2.79), State Government (mean score 2.72), Large Private Donors (mean score 2.69), Alumni (mean score 2.61), Students (mean score 2.37), Citizens of the State (mean score 2.08), and Parents (mean score 1.91) in that order. This study and other literature reviewed by Gross and Grambsch indicate that faculty have little interest in administer-

ing the university or even in formulating policy. Analysis of the data also indicates that at universities where the faculty has considerable power, low priority is assigned to such goals as producing a well rounded student, preparing him for citizenship and providing him with skills and experiences for upward mobility.

Faculty response to student involvement researched by Wilson and Gaff (36) found that faculty are generally favorable toward student participation in the formulation of social regulations, but are reluctant to allow participation in academic decision making. Two-thirds of the faculty responding to the study were in favor of students having formal responsibility for developing their own social regulations. Twenty-one percent indicated that they would give sole responsibility to students for their own social regulations and an additional 45 percent would give students equal votes on committees. These results may reflect the attitude of faculty members in not wanting to be directly involved in matters such as student discipline, student government and housing regulations. According to Wilson and Gaff (36), many faculty view the intellectual life of the student as their primary responsibility, consequently, they prefer not to become involved in activities outside the class room. In support of that statement, only 9 percent of the faculty were willing to grant students an equal vote with faculty on academic policy matters. An additional 36 percent responded that students should

be given a formal role in voting on academic policy. Only 4 percent of the respondents said that students should not play any role in academic policy making.

An ACE study conducted by Creager, Astin, Boruch and Bayer (9) regarding norms for entering freshmen in the fall of 1968 reported that 64 percent of the entering freshmen in a representative sample of 300 institutions indicated that they think faculty salaries should be based on student evaluation. Also in the study, 88 percent of the respondents said that students should play a major role in the design of the curriculum.

Astin (2) states that the likelihood of student protest against administrative policies is increased at colleges where there is little organization in class, little faculty-student involvement in class, and a high degree of intellectual snobbishness.

A special committee on campus tensions chaired by Linowitz (20) stated that the concerns of faculty differ according to the issues of the moment, the kind of faculty and the kind of institution. Generally speaking, the more conservative responses of the faculty came from the senior members of the institutions. The report also pointed out that students are becoming increasingly demanding of faculty members' time in promoting reform on campus. Many faculty members, however, assert that they are frustrated by hours of endless debate and by lack of accomplishment, and they want to get back to their own research and edu-

cational interests.

The committee report stated that all constituent groups of the university share a concern for the appropriate role of the faculty. One of the major concerns involving this role is the emphasis on research by faculty at major universities. The committee drew a corollary between this emphasis and the fact that the major universities have been the prime targets of violence and disruptive protest.

Pffinster (27) writes that in crisis situations it is very difficult to obtain effective faculty involvement because of the conflict between the approach appropriate for scholarly investigation and the need for a rapid response to a critical issue. He has also observed that as faculty become oriented to a department and discipline they are less likely to identify with the institution.

An analysis of the Cox Report (8) on the Columbia crisis reported that one of the major problems, before and during the crisis, resulted from the faculty's lack of concern for the extra-curricular interests and needs of students. A scale of priorities listed by the professors resulted in the students' problems being placed at the bottom of the list. Despite some notable exceptions, the Commission observed that there was very little discussion between students and teachers on institutional concerns. During the time of crisis the faculty was not involved because of a lack of previous involvement and a lack of ability to contribute con-

structive ideas for action.

In another study of the Columbia crisis of 1968, Cole and Adamsons (7) concluded that a faculty member's attitude toward student demonstrations was more influenced by his experience before entrance to the profession than by experience after entrance. The professor's behavioral support was primarily based on attitudes of faculty colleagues and students in his department and university division. Without the social support of faculty colleagues and students, less than half of the faculty members acted in accord with their own attitudinal predispositions. The researchers also concluded that the degree of faculty support had a direct bearing on the success or failure of demonstrations and the disruption of academic life. Other parts of the study indicated that younger professors were more likely to favor demonstrations than older ones and that the sex of the individual did not affect support of demonstrations. In summary, the authors stated that the attitudes of faculty members toward student demonstrations were influenced heavily by political socialization acquired in non-professional status and that the aspects of professional status such as academic rank, productivity, eminence and department had little influence on such activities.

According to Sampson and Korn (30), the faculty played an interested role in the 1964 Free Speech Movement (FSM). During the FSM the Berkeley Division of the Academic Senate overwhelmingly passed a set of resolutions concerning the disorders. After

passing these resolutions most of the faculty (including the young and more activist oriented) returned to their more personal activities of research, writing and teaching. The passing of the resolutions was apparently viewed as the completion of the faculty's obligations toward the disorders.

McConnell (22) in his view of the faculty role in campus disorders states that faculties are often irresponsible in crises precipitated by students. He supports his theory by saying that generally speaking: (1) faculty members are often motivated by sentiment, (2) faculties are prone to doctrinal anti-administrative attitudes, (3) they share unconscious or conscious guilt of the social ills facing society, (4) they have failed to meet the needs of students, and (5) they have been erratic in their interest toward student discipline.

Because most faculties ceased dealing with student misconduct during the time of campus peace, Aycock (3) says that most of them are virtually helpless in combating any current student tactics which threaten the existence of the university. He also feels that the gears of academia do not mesh very well. All too often in times of emergency a splintering process of faculty against faculty and student against student results in total confusion in lines of authority.

Stumpf (32) believes that regardless of the reasons faculties have become far more interested in their own careers and successes than in the welfare of students. Administrators have become the

main targets of violence because they are the most easily identified sources of authority and control. He also says that part of this identification may be due to the flexibility of institutional personnel policies governing university consultation on private research projects and other off campus interests.

In a study of selected colleges and university institutional characteristics, Martin (21) concluded that younger faculty are less inclined than older faculty to support parietal rules and the concept of in-loco-parentis.

Riesman and Harris (28) research and observations concerning faculty involvement indicate that very few colleges have had student movements without faculty participation. In some cases he reported that faculty members have tended to exploit student protest in support of their own grievances or for revenge toward previous actions of administrators.

Doctoral research conducted by De Coligny (12) rejected the hypothesis that student responses disagree considerably with faculty responses regarding the congruency among students and faculty perceptions of male undergraduates. The study also revealed that faculty who had been at the institution for the longest period of time tended to respond more congruently with students and that the responses of senior students tended to be closer to faculty responses than those of other grade classifications.

Muller (24) hypothesized that most faculty members in graduate and professional schools tend to be so deeply involved in teaching

and research that they care very little about overall problems. According to Muller, a major crisis will draw their attention but generally they pay little attention to the happenings within the university. When the crisis or situation involves undergraduate students, faculty members stay aloof from the challenges that do not directly involve them. Muller also says many faculty members are deeply troubled by the fact that faculty do not generally present a united response to challenges from restless students. In many situations faculty members have become so polarized in their views that it is difficult for them to reach any type of agreement.

According to Desmond (13), faculty members are more concerned about seeking national recognition by research, publication and professional meetings than they are about their own institutions and individual students either inside or outside the classroom.

Although very little actual research has been done regarding the success of recommendations concerning the faculty role in campus disorder, it would seem appropriate to review the literature in this area.

The Linowitz (20) committee made the following recommendations for the improvement of faculty involvement in reducing campus tensions:

1. Effective teaching deserves greater recognition at all levels and institutions.
2. Faculty should consult with students on matters

which affect teaching. Qualified students should be able to make recommendations on effective teachers, methods, courses, promotions and tenure.

3. Tenure needs to be appraised.
4. A climate of open discussion must exist at all times and opportunities for experimentation must be encouraged and developed.
5. Faculty should take a more active role in governance rather than reacting to proposals by other members of the university community.

The President's Commission on campus unrest under the chairmanship of Scranton (31) stated that most universities, if properly organized, should be capable of responding to campus disorders. The committee hypothesized that in many cases it is impossible to have a successful response to a campus disorder because of the many variables that exist during a campus disorder, however, universities should have some type of organizational plan to meet situations caused by campus disorders. In referring to the faculty, the commission recognized the importance of keeping the faculty informed with what was happening.

Among other recommendations, the committee suggested the use of faculty members as "marshalls" during campus disorders. They emphasized that faculty should be used to help prevent confrontation or orderly protest rather than to serve as a disciplinary function or as a law enforcement function. According to the

commission, faculty neutrality during a disorder will contribute toward faculty effectiveness.

One of the suggestions offered by the commission was the creation of a task force to study potential disorder issues as they seem to become evident within the academic community.

The commission also recommends that if violations of university policy occur, proper disciplinary procedures including due process and a fair tribunal or fair adjudication by an impartial source are essential aspects of a successful response to campus disorders.

Foote and Mayer (15) recommend the creation of a new agency that might be called the Emergency Advisory Committee. The purpose of this committee would be to serve as a communication facilitator during crisis periods. In many instances crises might have been averted had there not been a breakdown in communication. The authors warn, however, that this agency should be used only when necessary.

Personal experiences related by Knauss (19) indicated that faculty at the University of Michigan did not become concerned about campus disorders until their classes were disrupted. Knauss believes that a faculty organization needs to be sufficiently organized to be able to act independently in times of crises. Although anticipation and initiation of positive action are the best predictors of success in preventing campus disorders. Knauss cautioned against overplanning because of the loss of flexibility.

According to Knauss, faculty monitors used for campus disorders at the University of Michigan were (1) to let students and police know that many faculty were present, hopefully to "cool" both sides, and (2) to gather first hand information and facts regarding the disorder. Although there was no definite agreement among faculty members regarding their role in campus disorders most thought that their basic purpose was to find out what was really happening and to try to prevent trouble. Knauss cited the risks of using faculty monitors as being (1) possible personal injury, (2) the effect of increasing crowd size, and (3) a lack of proper identity for the police. Generally speaking, faculty did not want to be used for disciplinary identification purposes. According to Knauss, the effectiveness of a faculty monitor program depends on complete communication and adequate briefing of students, faculty and administration.

A conciliation committee or a committee of communication consisting of two students, two faculty and one administrator was proposed by Knauss (19) as one method of responding to disruptive situations. He stated that most disruptive situations have been tossed in the laps of faculty who are totally unprepared. He suggested that guidelines be developed for building occupational disciplinary procedures.

In his 11 proposals for reducing campus unrest, Davidson (11) says that direct communication is needed between the university community and the rest of society. He recommends meetings between

the most dissident students, the discontented faculty, and those persons and alumni in the community most critical of higher education in general and the local university in particular. He believes the combination of faculty and students versus the administration is a myth of alliance which tends to overshadow any potential accomplishments. He recommends immediate action toward meeting the demands of faculty self rule combined with student review of teaching ability, professional qualifications, curriculum, grading standards, promotion, tenure and dismissals.

On the other side of the issue, Mead (23) stated that students feel the most crucial issues are still determined by a faculty-administrative coalition. She said students generally find themselves as minority members of the most important committees in the areas listed by Davidson.

A study of 50 college and university presidents by Budig (6) revealed that presidents are firmly convinced that college students will continue to be active in support of carefully selected causes during the next ten years. A majority of the campus officials were interested in being intricately involved in helping to determine the issues or at least in suggesting what issues warrant student involvement.

The review of literature revealed research related to campus disorders, research regarding the faculty role in campus disorders, and recommendations for the faculty role in campus disorders.

Most faculty are opposed to disorders which involve violence and disruption of the university; however, according to the literature and depending upon many of their own personal commitments, faculty members have had varying degrees of involvement in disorder issues.

The literature also revealed data indicating that faculty members were hesitant to become involved in student life issues, unless they directly affected their academic performance at the university or their personal lives.

On campuses where disorders have occurred, the extent of faculty involvement has been sporadic. In some instances they have done nothing, others have passed resolutions without meaningful participation, some have proposed specific recommendations, and in some they have taken an active role as faculty "marshalls".

Recommendations for improving faculty involvement in campus disorders and campus disorder issues included recognition of better teaching, more student-faculty involvement, task forces to study potential campus disorders issues, the use of emergency advisory committees, the use of faculty marshalls during disorders, and the establishment of proper judicial procedures for campus disorders.

Research and recommendations reviewed indicated a need for additional studies to support or reject current research with respect to campus disorders and to provide additional knowledge for responding to campus disorder issues; also, a need for a study of attitudes of other groups, in addition to faculty, toward the role of the faculty in campus disorders.

METHOD OF PROCEDURE

This study involved a random sample of 150 undergraduate Iowa State University students and 150 Iowa State University faculty members, of whom 50 were professors, 50 were associate professors, and 50 were assistant professors. The sample also included 80 Iowa State University administrators and a random sample of 150 Ames, Iowa residents.

All samples, with the exception of the administrative group, were selected at random utilizing a table of random numbers. Names of undergraduate students were obtained from the Iowa State University directory, Winter Quarter 1971 (17). Names of faculty members within each rank were selected at random from the official university list of faculty members with their current rank and campus address. This list is maintained by the President's office. Names of Ames residents were selected at random from the Ames City Directory, 1970 (1). Ames residents, selected at random, were not employed by the university at the time the sample was drawn. The list of administrative members which included vice presidents, deans and department heads, was obtained from Dr. George Christensen, Vice President for Academic Affairs at Iowa State University.

The random sample of students was determined to be similar to the population at Iowa State University. Data in Table 1 indicate the nature of the random sample.

Table 1. Students in the random sample by classification, sex and college

Classification	<u>Percent</u>	
	Sample	Actual
Freshmen	31	28
Sophomore	24	26
Junior	22	23
Senior	23	23
Sex		
Male	69	69
Female	31	31
College		
Agriculture	17	18
Education	3	7
Engineering	21	21
Home Economics	16	15
Science and Humanities	39	37
Veterinary Medicine	4	2

Data regarding the random sample of the faculty are presented in Table 2:

Table 2. Faculty members in the random sample by college

College	<u>Percent</u>	
	Sample	Actual
Agriculture	25	18
Education	7	7
Engineering	18	22
Home Economics	11	9
Science and Humanities	33	38
Veterinary Medicine	6	6

Data are unavailable regarding a job classification survey for the residents of Ames, Iowa. Ames, Iowa, is a midwestern community with a population of 39,505. The major employer is Iowa State

University with other important employers being the Iowa State Highway Commission, the National Animal Disease Laboratory, the City of Ames, the Ames Community School District, Bourns Laboratories, Inc., Hach Chemical and locally owned businesses and industries.

To obtain the desired data, an attitude survey was developed with the help of committee members, faculty, staff and students. The survey was designed to ascertain the attitudes of selected groups toward the faculty role in campus disorders (see Appendix B). A scale of agree strongly, agree, undecided, disagree, disagree strongly was used as a basis for response to each issue.

The questionnaire was mailed to each of the 530 individuals selected for the sample. Seven days after the questionnaire had been mailed, all of those who had not responded were contacted by telephone. Four days after the telephone call, another questionnaire was mailed, and this was followed by another telephone call three days later. If a respondent indicated he would not respond to the questionnaire, his name was removed from the next mailing. Four weeks after the original questionnaire was mailed, a five per cent sample of non-respondents was selected and another questionnaire was mailed to this group.

Data were analyzed from coded information by the Iowa State University computation center. Responses were analyzed with respect to "How you personally feel about the issue?" and "How you think faculty members feel about the issue?" Statistical treat

ments performed on each statement by classification were percentages, means, and standard deviations.

The analysis of variance test (ANOVA), as described in Wert, Neidt, and Ahman (33), was used to test differences among the four classification variables (students, faculty, administrators and Ames residents) on each issue. If the ANOVA F test was significant at the .01 or .05 level, the Scheffe test was made between means to determine which means were different.

The Chi-square test of independence, described by Roscoe (29), was performed on each statement to determine if the rating by the four classifications was independent of the categorization of the respondent.

A correlation matrix was run on responses to each of the 50 statements in the instrument to determine the relationships that existed between responses to each statement.

The levels of significance determined for all tests were at the .01 level and the .05 level. Data that indicated a highly significant difference (.01 level) were marked **. Data significant at the .05 level were marked *.

Results of these statistical treatments are presented in the findings chapter.

For the purpose of this study, the responses to the statements are divided into five categories. The five categories are faculty attitudes relating to disorder, the preventive role of faculty in disorders, faculty involvement in disorders, post disorder responsi-

bility and faculty rights.

Data regarding how various classifications of respondents view the accountability of the faculty member are found at the end of the findings chapter.

The faculty attitudes relating to the disorders category include an analysis of data regarding the public's respect for the professional reputation of faculty as a result of disorders, attitudes of faculty toward their involvement, who is cast against whom during disorders, the perceived degree of involvement by students, graduate assistants and faculty members during an actual disorder, the degree of knowledge of faculty concerning institutional affairs, the attitudes of faculty toward students and the university and the point at which faculty become concerned.

The preventive role of faculty category include data regarding potential alternatives toward preventing campus disorders. Data are presented in response to statements concerning student-faculty dialogue, seminars for faculty members, combining academia and the community, faculty employment practices, student-faculty committees, university policy development and university administrative organizational structure.

The faculty involvement in disorders category presents data concerning the responsibility of a faculty member to inform his superior regarding a potential campus disorder, the importance of an information center, the role of the faculty council, the role or special committees, the responsibility of the faculty to "cool"

or quell a disturbance, the effectiveness of student and faculty marshalls, the involvement of other agencies to help with campus disorder and methods of communicating with students during disorders.

The post disorder responsibility category presents data regarding attitudes toward identifying students who have violated university policies, both on and off campus, during disorders and the use of faculty members for disciplinary procedures related to campus disorders.

The faculty rights category summarizes data relating to the rights of faculty members concerning their participation in on campus and off campus demonstrations.

For the purpose of data analysis, the levels of rejection for the hypothesis relating to differences among groups (students, Ames residents, faculty and administrators) for both personal response and perceived faculty response were:

$$\begin{array}{l} F \\ .05 \quad 3,325 > 2.64 \\ F \\ .01 \quad 3,325 > 3.86 \end{array}$$

The level of rejection for personal responses and perceived faculty responses for each group were:

Students	$\begin{array}{l} F \\ .05 \quad 1,105 > 3.94 \\ F \\ .01 \quad 1,105 > 6.89 \end{array}$
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Ames residents	F		
	.05	1,65	> 3.99
	F		
	.01	1,65	> 7.04
Faculty	F		
	.05	1,93	> 3.95
	F		
	.01	1,93	> 6.93
Administrators	F		
	.05	1,58	> 4.00
	F		
	.01	1,58	> 7.09

The level of rejection for the Chi-square statistic for each group of responses was:

$$\chi^2_{12, .05} > 21.02$$

$$\chi^2_{12, .01} > 26.21$$

Data in the rest of the findings chapter are presented in the five categories discussed in the procedure chapter. These categories are faculty attitude relation to campus disorders, the preventive role of faculty in disorders, faculty involvement in disorders, post disorder responsibility, and faculty rights.

FINDINGS

Tables include data based on the responses of students, faculty members, administrators and Ames residents. Data were separated into responses indicating individual feelings toward issues and responses indicating how individuals thought faculty members would respond to the same issues.

Data in Table 3 list the number of responses to the survey. Surveys were obtained from 397 respondents, with 325 being used for the study. Data responses that were not complete for the entire survey were not used for data analysis. Twenty-six respondents returned surveys that did not contain satisfactory data. Forty-six potential respondents selected for the survey either indicated they did not wish to complete the survey or returned it incomplete. The reasons given for not completing the survey were: subject matter of the survey, other commitments, lack of knowledge of the faculty, lack of knowledge of the university, fear of confidential nature of responses, leaves of absence, death, and other personal reasons.

Administrators had the highest percentage of response and Ames residents had the lowest percentage.

A five percent non-respondent sample was made of all groups. It was determined that no significant differences existed between the respondents and non-respondents.

Table 3. Number of responses within classifications

Group	Questionnaires Sent	Total Number Responses	Percentage Responses
Students	150	114	76.0
Ames residents	150	97	64.6
Faculty	150	115	76.6
Administrators	80	71	88.8

Table 4 presents data in response to a question regarding which term best describes the attitude of the faculty toward campus disorders. (Appendix B, Question 52).

A majority of all groups responded that they thought most faculty were concerned with some involvement. A greater percentage of faculty (57 percent) responded in this manner more than any other group. Students viewed the faculty as being less responsive as 33.3 percent thought they were concerned but not ready to be involved and 2.9 percent thought the prevailing faculty attitude was apathy.

Fifteen percent of the respondents, distributed fairly evenly in all classifications, felt the faculty were confused about their role in campus disorders.

Table 4. Summary of the attitude of faculty toward campus disorders

	Students	Ames Residents	<u>PERCENT</u>	Admini- strators	Total
			Faculty		
Apathetic	2.9	0.0	0.0	3.6	1.6
Concerned but not ready to be in- volved	33.3	27.0	23.7	25.0	27.8
Confused	10.5	19.0	16.1	19.6	15.5
Concerned with some involvement	47.6	49.2	57.1	44.6	50.2
Responsible and active	1.9	1.6	0.0	5.4	1.8
Other	3.8	3.2	3.2	1.8	3.1

Tables regarding the five categories discussed in the methods chapter are intended to summarize all aspects of the research in total perspective. Specific tables regarding questions or statements are discussed by category in the remaining part of the findings chapter.

Data in Table 5 indicate the number of significant differences that occurred among groups for all statements appearing in the questionnaire (Appendix B) and the number of significant differences by specific categories.

Significant differences in personal responses were found among all groups for 32 of the 46 statements and 27 significant differences were found among all groups for their perceived faculty response. A comparison of the students personal response and his perceived faculty response revealed that students personal feelings were significantly

different from how they perceived faculty feelings on 34 of the 46 statements.

The lowest number (13) of significant differences between personal response and perceived faculty response was found for administrators. Twenty-seven and 18 significant differences were noted for Ames residents and faculty members respectively.

The faculty attitudes category (15 statements) revealed that on 12 of the 15 statements, there were significant perceived differences on how groups thought faculty would respond to the statements. Administrators and faculty perceived very little difference between their own personal response and the perceived faculty response as significant differences occurred only two and three times respectively.

Students personal responses were significantly different from their perceived faculty response on 8 of the 11 statements in the preventive role category, whereas administrators viewed themselves as being significantly different from faculty on only one of the statements.

Analysis of the disorder involvement category indicated that significant differences occurred in at least half of the 12 statements for each hypothesis that was tested. The post disorder responsibility category did not indicate any definite trend or significant number of differences when compared to other categories. Further examination of Table 5 indicated that significant differences occurred for all four statements among personal responses and

Table 5. Summary of the number of significant differences that occurred in each category

Hypothesis concerning:	Category					Total n = 46
	Faculty attitudes n = 15	Preventive role n = 11	Disorder involvement n = 12	Post disorder responsibility n = 4	Faculty rights n = 4	
Personal Responses	10	5	10	3	4	32
Perceived faculty response	12	4	7	2	2	27
Students personal response versus perceived faculty response	10	8	9	3	4	34
Ames residents personal response versus perceived faculty response	7	5	8	3	2	25
Faculty personal response versus perceived faculty response	2	5	8	1	2	18
Administrators personal response versus perceived faculty response	3	1	6	1	2	13
Independence (personal response)	6	6	8	3	3	26
Independence (perceived faculty response)	5	4	9	0	0	18

students personal response compared to their perceived faculty response.

Significant differences for the Chi-square test were determined for 26 of 46 statements in the personal responses grouping and 18 of 46 for the perceived faculty response grouping.

Analysis of the data presented in Table 6 indicate the number of significant differences between means for groups on all statements. Students and Ames residents personal responses were significantly different on 17 statements, whereas, their perception of how the faculty would respond were significantly different on only 2 statements. Students and faculty personal views were significantly different on 15 statements and their perceived views of faculty were significantly different 12 times. The largest number of significant differences among personal responses occurred between students and administrators. Significant differences of opinion were observed on 21 of the statements. Students and administrators also perceived faculty responses differently on 15 statements.

Further observation of Table 6 reveals that the personal responses of Ames residents and faculty were significantly different 12 times and their perceived faculty responses were different seven times. Ames residents and administrators were significantly different on 15 personal responses and 10 perceived faculty responses. The lowest number of differences for both personal responses and perceived faculty responses were found between faculty and administrators. Faculty and administrator personal responses were significantly dif-

ferent on only one statement and they did not significantly differ on any of their perceived faculty responses. The only significant difference occurred on the statement regarding the responsibility of faculty members to inform their immediate superior if they become aware of a potential campus disorder. Although both agreed that faculty should inform their superiors, administrators tended to agree more strongly with the statement.

Further investigation revealed that students personal responses were significantly different from at least one or more groups on 24 of the 34 statements with significant differences among groups.

Table 6. Number of significant differences between means for groups on all issues with a significant difference among groups

Comparison	Personal response	Perceived faculty response
Students (S) and Ames residents (R)	17	2
Students (S) and faculty (F)	15	12
Students (S) and administrators (A)	21	15
Ames residents (R) and faculty (F)	12	7
Ames residents (R) and administrators (A)	15	10
Faculty (F) and administrators (A)	1	0

Faculty Attitude Category

Summary data in Tables 7 and 8 present data reflecting attitudes toward campus disorders. Specific tables regarding each statement in the faculty attitude category begin on Page 51. In all tables, the statement number and the table number are the same. Tables include percentages, means, standard deviations, Chi-square values, and F values for all groups on each statement.

The statement corresponding to each number in both Table 7 and 8 is as follows:

9. The public's respect for the professional reputation of the faculty has diminished because of the campus disorders that have occurred across the nation.
10. Most faculty are uncomfortable about campus disorders.
11. Most faculty do not want any involvement whatsoever in dealing with campus disorders.
12. Most campus disorders appear to cast the students and faculty against the administration and regents.
13. Most campus disorders appear to cast the students against the faculty, administration and regents.
14. In most campus disorders students have been encouraged to participate by some of the faculty.
15. Graduate teaching assistants are more likely to be participants in campus disorders than full-time faculty members.
16. Most faculty know very little about what is going on in institutional affairs except within their own discipline.
17. Most faculty care very little about what is going on in institutional affairs except within their own discipline.

18. Most faculty have an indifferent attitude toward the student outside his discipline or college.
19. Intellectual aloof ness on the part of faculty tends to create an attitude among students which may lead to campus disorder.
20. The concerns of most faculty tend to be so specialized in nature that faculty have little effect upon reducing campus disorders.
21. Most faculty will not really become concerned about campus disorders until their classrooms are disrupted.
22. Most faculty tend to support policies that will allow them to concentrate on classroom instruction without any disruption.
23. Faculty members who have been at the university the longest tend to exhibit more institutional loyalty by supporting the institutional point of view during campus disorders.

Data in Table 7 show that 10 significant or highly significant differences were found among the personal responses of groups for 15 statements in the category. There were 12 significant or highly significant differences among perceived faculty responses to these issues.

Differences between students' personal views and their perceived views of faculty members were found to be significantly different 10 times. Personal faculty views and their perceptions of the faculty, in general, were significantly different on only two statements while administrators were significantly different on 3 statements.

Data presented in Table 7 are discussed on the following pages on a statement by statement basis.

The public view of professional faculty reputation has diminished according to data presented in Table 9. Examination of the data

Table 7. Summary of significant differences by table of faculty attitudes to campus disorders category

Hypothesis	Statement					
	9	10	11	12	13	14
1. Personal views do not differ	HS**	S*		S*	S*	HS**
2. Perceived faculty views do not differ	HS**	S*		S*	HS*	HS**
3. Students personal vs. perceived views do not differ			HS**			HS**
4. Ames residents personal vs. perceived views do not differ	S*					HS**
5. Faculty personal vs. perceived views do not differ				S*		
6. Administrators personal vs. perceived views do not differ				S*	HS**	
7. Ratings of response are independent (personal response)		HS**			HS**	HS**
8. Ratings of response are independent (perceived faculty)				S*		HS**

number								
15	16	17	18	19	20	21	22	23
		HS**	HS**		HS**	S*	S*	
	HS**	HS**	S*	HS**	HS**	S*	HS**	
	HS**	HS**	HS**	HS**	HS**	HS**	HS**	HS**
	HS**	HS**	HS**	S*		HS**		
				S*				
						HS**		
	HS**	HS**	HS**					
	HS**	HS**		HS**				

Table 8. Summary of total mean scores and significantly different means between groups for each statement in the faculty attitude category

Table no.	Total personal mean score	Significantly different means	Total perceived mean score	Significantly different means
9	4.02	S-R, S-F, S-A, R-F, R-A	4.37	S-F, S-A, R-F, R-A
10	3.21	A-S	3.08	A-S
11	4.68		4.81	
12	3.49	R-F	5.34	
13	4.21	R-A	4.11	S-A
14	4.50	S-F, S-A, S-R	4.79	S-F, S-A
15	3.91		3.84	
16	4.77		5.54	S-F, S-A R-F, R-A
17	5.75	S-R, S-F	6.30	S-F, S-A
18	5.75	S-F, R-F, S-A R-A	5.83	S-R
19	4.15		5.00	S-F
20	4.79	R-A, R-F	5.14	R-S
21	4.88	S-A	5.31	S-A
22	3.15	R-A	3.30	R-A
23	3.46		3.72	

Weighted value for mean score: 1 - Agree strongly
 3 - Agree
 5 - Undecided
 7 - Disagree
 9 - Disagree strongly

Students (S), Ames residents (R), Faculty (F), Administration (A)

indicates that faculty and administrators supported the statement more than Ames residents or students. The difference among the groups was significant at the .01 level. Significant differences were noted between students and the other three groups and between Ames residents and both faculty and administrators.

Both students and Ames residents perceived faculty as responding much differently than faculty and administrators. The mean of the perceived faculty response by students was 5.28 and 5.32 for Ames residents, whereas the faculty mean was 3.61 and the administrators mean was 3.62.

The difference among groups for perceived faculty response was also significant at the .01 level. Significant differences were found between students and both faculty and administration. Ames residents' perception of faculty was also significantly different from faculty and administrator perceptions.

Personal data in Table 10 revealed a significant difference at the .05 level among groups regarding the statement that most faculty members are uncomfortable about campus disorders. A significant difference was noted between students and administrators. The null hypothesis of the Chi-square statistic was rejected, indicating that a significant relationship exists between classification and response to the issue. The administrators' mean score was the lowest for all groups (2.59), whereas, students had the highest mean score (3.53). The order of agreement by groups was administrators, faculty, Ames residents and students.

Data corresponding to the concern for faculty involvement in Table 11 indicate a lack of agreement among groups although the mean score for all groups (4.68) indicated a tendency to agree more than disagree. Based on the mean score, students (4.54) agreed more with the statement than any other group while the faculty (4.94) disagreed more than the other groups. A high percentage of undecided responses in the perceived faculty response was noted among all groups. Students and Ames residents perceived the faculty as disagreeing more with the statement compared to their personal views (highly significant difference), whereas the faculty and administration tended to perceive faculty as agreeing more with the statement.

Tables 12 and 13 indicate that campus disorders appear to cast students against faculty, administration and regents more than the combination of students and faculty against the administration and regents. Ames residents tended to agree more (mean score 3.55) with the statement regarding students against the other groups than any other category. Administrators agreed less than any other group (mean score 4.56). This difference was determined to be significant at the .05 level. The Chi-square test for personal response was significant at the .05 level.

Further investigation of the student participatory role in campus disorders is presented in Table 14. Students (mean score 5.11) disagreed with the statement that their participation was encouraged by the faculty. This mean was found to be significantly different from other groups at the .01 level. Administrators (mean score 4.05)

tended to agree the most with the statement. Ames residents perceived the faculty as disagreeing more with the issue (perceived mean score 5.62). Data indicate that both students and Ames residents perceived faculty as not encouraging students to participate in disorders while both faculty and administrators perceived faculty as supporting the statement.

The Chi-square test was significant for both personal response and perceived faculty response.

Differences between personal response compared to the perceived faculty response of both students and Ames residents were found to be highly significant.

Data regarding the involvement of teaching assistants in campus disorders is noted in Table 15. A total mean score of 3.91 tended to support the statement that graduate teaching assistants are more likely to be participants in campus disorders than are fulltime faculty.

Table 16 presents data concerning how groups view how much the faculty know about what goes on in institutional affairs beyond their own disciplines and data in Table 17 represents the response to the statement that faculty care very little about what is going on in the institution except within their own discipline. Data indicate that there does not seem to be a trend of agreement or disagreement among groups in each table for personal response. A further examination of data reveals that perceived faculty response was similar except that students and Ames residents perceived

faculty as disagreeing with these issues. The difference was significant at the .01 level for both groups.

All groups tended to disagree with the statement that faculty care very little about what is going on in institutional affairs. The faculty mean score was 6.36, the administrator mean score 5.95, the student mean score 5.26, and the Ames resident mean score was 5.16. A highly significant difference existed between students response to the statement and how they perceived faculty response (mean score 7.00). A highly significant difference also existed between the scores of Ames residents and perceived faculty response (mean score 6.71).

The Chi-square test was significant at the .01 level for both personal and perceived categories for Table 16 and for the personal response category in Table 17.

Data in Table 18 reveal that faculty (69.2 percent) and administrators (61.0 percent) tend to disagree or disagree strongly more than either students or Ames residents that most faculty members have an indifferent attitude toward students outside their own discipline or college. Students perceived faculty response as disagreeing or disagreeing strongly with the statement which caused a highly significant difference at the .01 level.

The null hypothesis that no difference existed among groups was rejected at the .01 level for the personal response category and at the .05 level for the perceived faculty response category. According to Scheffe's test, differences among the groups were

determined to be between faculty and both Ames residents and students, and between administrators and both Ames residents and students. The Chi-square test was found to be significant at the .01 level for the personal response category. Faculty disagreed the most strongly followed by administrators, Ames residents and students in that order.

All groups perceived the faculty as disagreeing with the statement (total perceived mean score 5.83).

Nearly 60 percent of each group agreed or agreed strongly that intellectual aloofness on the part of faculty may create an attitude among students which may lead to campus disorder (Table 19). A highly significant difference was noted among groups for the perceived faculty response category. A highly significant difference was also noted between students personal response and their perceived faculty response. Ames residents and faculty were determined to have different perceptions significant at the .05 level. It should be noted, however, that 32 percent of students were undecided about how faculty would perceive the issue.

The hypothesis regarding the independence of perceived faculty response was rejected at the .01 level by using the Chi-square test. The test reflected the positive response of faculty and administrators as compared to the negative response of students and Ames residents.

Table 20 illustrates highly significant differences for the personal response and perceived faculty response regarding the

specialized concerns of faculty. Significant differences occurred between Ames residents and administrators and between Ames residents and faculty members for the personal response category. The largest difference for perceived faculty response occurred between students and Ames residents. Sixty-four percent of the Ames residents agreed or agreed strongly that the concerns of faculty have become so specialized that the faculty have little effect upon reducing campus disorders. Faculty and administrator percentages for the same category were 40.4 and 37.3 respectively.

Students perceived faculty as responding significantly different from themselves at the .01 level. Only 28 percent of the students perceived faculty as agreeing or agreeing strongly with the issue, whereas nearly 51 percent of the students responded agree or agree strongly.

Data in Table 21, regarding faculty concern for the disruption of classrooms, indicate significant differences in both categories of response. Both students (mean score 4.42) and Ames residents (mean score 4.67) tended to agree that most faculty would not become concerned until their classes are disrupted, whereas faculty (mean score 5.30) and administrators (mean score 5.37) tended to disagree. In the perceived faculty response category, all groups perceived faculty as tending to disagree with the above statement.

The F test, for comparison of means, indicated highly significant differences (.01 level) between the personal views of students and Ames residents and how they perceived faculty response. The

differences in personal views and perceived faculty views of administrators regarding both categories were determined to be significant at the .05 level.

In Table 22, responses illustrate a high percentage of agreement with the attitude that the faculty tend to support policies which allow them to concentrate on classroom instruction without disruption. Only five percent of the administrators disagreed with the statement. The analysis of variance test indicated a significant difference among groups for both personal response and perceived faculty response. In both response categories, the largest difference in mean scores was noted between administrators and Ames residents (personal 2.76 and 3.60 respectively, and perceived, 3.00 and 3.75 respectively).

It was also determined that the students were the only group reflecting a significant difference between their attitudes and perceived faculty attitude.

All groups tended to agree or agree strongly (mean score 3.46) that faculty members who have been at the institution longest tend to support the institutional point of view during campus disorders. Additional data presented in Table 23 illustrates that few differences appear to exist between the personal views and perceived faculty responses, with the exception of students which were determined to be significantly different at the .01 level.

Table 9. Description of response to the statement: The public's respect for the professional reputation of the faculty has diminished because of the campus disorders that have occurred across the nation

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	4.8	33.9	17.9	35.9	7.5	5.16	2.17
Ames residents (R)	7.6	56.0	9.1	27.3	0.0	4.12	1.94
Faculty (F)	23.4	53.2	10.6	10.6	2.0	3.30	1.93
Administrators (A)	35.6	40.7	10.1	13.6	0.0	3.03	2.00
Total	16.3	45.2	12.6	22.8	3.1	4.02	2.20

$$\chi^2 = 68.499**$$

$$F = 19.63**$$

Significantly different means: S-R, S-F, S-A, R-F, R-A

Perceived faculty response

Students (S)	4.8	28.3	22.6	36.8	7.5	5.28	2.12
Ames residents (R)	0.1	27.4	29.0	43.5	0.0	5.32	1.65
Faculty (F)	9.8	65.2	10.9	13.0	1.1	3.61	1.71
Administrators (A)	14.5	52.8	20.0	12.7	0.0	3.62	1.74
Total	7.0	43.2	20.0	27.0	2.8	4.37	2.15

$$\chi^2 = 71.25**$$

$$F = 20.27**$$

Significantly different means: S-F, S-A, R-F, R-A

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Summary of F values for personal response mean versus perceived faculty response mean			
Students (S)	0.16	Faculty (F)	2.19
Ames residents (R)	6.89*	Administrators (A)	1.78

* Significant at the five percent level

** Significant at the one percent level

Table 10. Description of response to the statement: Most faculty are uncomfortable about campus disorders

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	16.0	58.5	9.4	15.1	1.0	3.53	1.87
Ames residents (R)	10.6	77.3	3.1	4.5	4.5	3.30	1.68
Faculty (F)	22.3	59.6	4.3	13.8	0.0	3.19	1.80
Administrators (A)	33.9	57.6	3.4	5.1	0.0	2.59	1.46
Total	20.0	62.5	5.5	10.8	1.2	3.21	1.77
$\chi^2 = 31.71^{**}$			F = 3.66*				

Significantly different means: A-S

Perceived faculty response

Students (S)	15.1	65.1	8.5	9.4	1.9	3.36	1.73
Ames residents (R)	11.1	74.6	11.1	3.2	0.0	3.13	1.18
Faculty (F)	12.0	71.7	9.8	6.5	0.0	3.22	1.37
Administrators (A)	25.5	65.4	3.6	5.5	0.0	2.78	1.41
Total	15.2	69.1	8.5	6.6	.6	3.08	1.55
	$\chi^2 = 14.53$			F = 3.25*			

Significantly different means: A-S

.....

Summary of F values for personal response mean versus perceived faculty response mean			
Students (S)	0.36	Faculty (F)	0.08
Ames residents (R)	2.21	Administrators (A)	0.28

* Significant at the five percent level

** Significant at the one percent level

Table 11. Description of response to the statement: Most faculty do not want any involvement whatsoever in dealing with campus disorders

	<u>Percent</u>							
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s	
<u>Personal response</u>								
Students (S)	13.3	33.3	19.0	31.4	3.0	4.54	2.23	
Ames residents (R)	7.7	41.5	20.0	30.8	0.0	4.78	1.96	
Faculty (F)	2.1	40.4	18.1	37.2	2.2	4.94	1.95	
Administrators (A)	10.2	32.2	15.3	37.3	5.0	4.90	2.28	
Total	8.4	36.8	18.3	34.0	2.5	4.68	2.14	
$\chi^2 = 13.81$				F = 1.27				

Significantly different means:

Perceived faculty response

Students (S)	2.8	30.3	24.5	37.7	4.7	5.23	1.97
Ames residents (R)	3.3	27.9	32.8	31.1	4.9	5.13	1.91
Faculty (F)	1.0	37.0	34.8	27.2	0.0	4.76	1.64
Administrators (A)	7.3	30.9	32.7	27.3	1.8	4.71	1.92
Total	3.2	31.8	30.6	31.5	2.9	4.81	2.04
$\chi^2 = 14.52$				F = 2.50			

Significantly different means:

.....

Summary of F values for personal response mean versus perceived faculty response mean			
Students (S)	12.62**	Faculty (F)	2.30
Ames residents (R)	1.41	Administrators (A)	3.55

* Significant at the five percent level

** Significant at the one percent level

Table 12. Description of response to the statement: Most campus disorders appear to cast the students and faculty against the administration and regents

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	5.7	27.4	7.5	51.9	7.5	5.57	2.28
Ames residents (R)	6.2	26.2	23.1	41.5	3.0	5.18	2.03
Faculty (F)	4.3	16.0	12.8	52.0	14.9	6.15	2.11
Administrators (A)	5.1	16.9	10.2	59.3	8.5	5.98	2.06
Total	5.2	21.9	12.7	51.3	8.9	5.71	2.17
$\chi^2 = 20.95$				$F = 3.49^*$			

Significantly different means: R-F

<u>Perceived faculty response</u>							
Students (S)	0.9	30.2	25.5	38.7	4.7	5.32	1.89
Ames residents (R)	3.2	30.2	27.0	36.5	3.1	5.13	1.91
Faculty (F)	2.2	15.2	26.1	51.1	5.4	5.85	1.78
Administrators (A)	9.1	18.2	10.9	54.5	7.3	5.65	2.26
Total	3.2	23.7	23.4	44.6	5.1	5.34	2.12
$\chi^2 = 23.88^{**}$				$F = 2.02$			

Significantly different means:

.....

Summary of F values for personal response mean versus perceived faculty response mean			
Students (S)	0.72	Faculty (F)	4.33*
Ames residents (R)	0.72	Administrators (A)	6.93*

* Significant at the five percent level

** Significant at the one percent level

Table 13. Description of response to the statement: Most campus disorders appear to cast the students against the faculty, administration and regents

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	7.5	52.8	4.7	30.2	4.8	4.43	2.23
Ames residents (R)	7.6	69.7	12.1	9.1	1.5	3.55	1.58
Faculty (F)	8.5	48.0	19.1	22.3	2.1	4.23	1.98
Administrators (A)	10.2	45.8	5.1	33.0	5.0	4.56	2.33
Total	8.3	53.5	10.5	24.3	3.4	4.21	2.09
$\chi^2 = 29.11^{**}$				F = 3.23*			

Significantly different means: R-A

<u>Perceived faculty response</u>							
Students (S)	3.8	41.5	20.8	33.0	0.9	4.72	1.91
Ames residents (R)	4.8	55.6	25.4	14.2	0.0	3.98	1.59
Faculty (F)	5.5	54.9	20.9	18.7	0.0	4.05	1.71
Administrators (A)	5.5	58.2	21.8	12.7	1.8	3.95	1.70
Total	4.8	51.1	21.9	21.6	0.6	4.11	1.90
$\chi^2 = 16.47$				F = 5.66**			

Significantly different means: S-A

.....

Summary of F values for personal response mean versus perceived faculty response mean			
Students (S)	1.20	Faculty (F)	2.49
Ames residents (R)	1.40	Administrators (A)	11.16**

* Significant at the five percent level

** Significant at the one percent level

Table 14. Description of response to the statement: In most campus disorders students have been encouraged to participate by some of the faculty

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	3.8	30.2	25.5	37.7	2.8	5.11	1.94
Ames residents (R)	12.3	40.0	15.4	30.8	1.5	4.38	2.16
Faculty (F)	9.6	46.8	22.3	16.0	5.3	4.21	2.07
Administrators (A)	16.9	37.3	23.7	20.3	1.8	4.05	2.09
Total	9.6	38.3	22.2	26.9	3.0	4.50	2.10
$\chi^2 = 25.741$				F = 4.77**			

Significantly different means: S-F, S-A, S-R

<u>Perceived faculty response</u>							
Students (S)	0.9	24.6	22.6	44.3	7.6	5.66	1.92
Ames residents (R)	1.6	29.1	16.1	48.4	4.8	5.52	1.97
Faculty (F)	7.6	47.8	25.0	17.4	2.2	4.17	1.87
Administrators (A)	7.3	47.3	21.8	23.6	0.0	4.24	1.85
Total	4.1	36.2	21.9	33.7	4.1	4.79	2.17
$\chi^2 = 41.78**$				F = 14.13**			

Significantly different means: S-F, S-A, R-F, R-A

.....

Summary of F values for personal response mean versus perceived faculty response mean			
Students (S)	11.40**	Faculty (F)	0.61
Ames residents (R)	10.46**	Administrators (A)	0.16

* Significant at the five percent level

** Significant at the one percent level

Table 15. Description of response to the statement: Graduate teaching assistants are more likely to be participants in campus disorders than full-time faculty members

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	11.3	62.3	8.5	16.0	1.9	3.70	1.88
Ames residents (R)	9.4	50.0	20.3	20.3	0.0	4.03	1.84
Faculty (F)	5.3	63.8	9.6	19.1	2.2	3.98	1.86
Administrators (A)	11.9	45.8	16.9	22.0	3.4	4.19	2.12
Total	9.5	57.5	12.7	18.9	1.4	3.91	1.94
$\chi^2 = 14.38$				F = 0.85			

Significantly different means:

<u>Perceived faculty response</u>							
Students (S)	6.6	67.1	17.9	7.5	0.9	3.58	1.48
Ames residents (R)	5.0	46.7	23.3	23.3	1.7	4.40	1.87
Faculty (F)	3.3	58.7	19.6	17.4	1.0	4.09	1.70
Administrators (A)	5.5	52.7	20.0	20.0	1.8	4.20	1.85
Total	5.1	58.1	19.8	15.7	1.3	3.84	1.85
$\chi^2 = 12.59$				F = 1.09			

Significantly different means:

.....

Summary of F values for personal response mean versus perceived faculty response mean			
Students (S)	0.01	Faculty (F)	0.02
Ames residents (R)	0.15	Administrators (A)	2.17

* Significant at the five percent level

** Significant at the one percent level

Table 16. Description of response to the statement: Most faculty know very little about what is going on in institutional affairs except within their own discipline

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	4.8	39.0	12.4	41.9	1.9	4.94	2.07
Ames residents (R)	7.7	35.4	16.9	36.9	3.1	4.85	2.14
Faculty (F)	5.3	47.9	8.5	33.0	5.3	4.70	2.20
Administrators (A)	16.9	37.3	3.4	30.5	11.9	4.66	2.68
Total	7.7	40.6	10.5	36.2	5.0	4.77	2.27
$\chi^2 = 26.25^{**}$				F = 0.18			

Significantly different means:

Perceived faculty response

Students (S)	0.0	9.5	11.4	65.8	13.3	6.66	1.55
Ames residents (R)	1.6	16.4	8.3	63.9	9.8	6.28	1.85
Faculty (F)	2.2	40.2	19.6	34.8	3.2	4.93	1.97
Administrators (A)	5.5	43.6	10.9	32.7	7.3	4.85	2.25
Total	1.9	25.9	13.1	50.5	8.6	5.54	2.27
	$\chi^2 = 58.05^{**}$			F = 16.94II			

Significantly different means: S-F, S-A, R-F, R-A

.....

Summary of F values for personal response mean versus perceived faculty response mean			
Students (S)	69.14**	Faculty (F)	0.68
Ames residents (R)	11.00**	Administrators (A)	0.16

* Significant at the five percent level

** Significant at the one percent level

Table 17. Description of response to the statement: Most faculty care very little about what is going on in institutional affairs except within their own discipline

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	4.7	27.4	21.7	42.4	3.8	5.26	2.02
Ames residents (R)	4.5	22.7	19.8	48.5	4.5	5.16	2.01
Faculty (F)	3.2	17.0	8.5	51.1	20.2	6.36	2.15
Administrators (A)	13.6	13.6	5.1	47.5	20.2	5.95	2.64
Total	5.8	20.9	14.5	47.1	11.7	5.75	2.22
$\chi^2 = 41.96^{**}$				F = 4.58**			

Significantly different means: S-R, S-F

<u>Perceived faculty response</u>							
Students (S)	0.0	5.7	9.4	64.1	20.8	7.00	1.45
Ames residents (R)	0.0	8.1	14.5	61.3	16.1	6.71	1.56
Faculty (F)	1.1	18.5	16.3	53.3	10.8	6.09	1.90
Administrators (A)	1.8	21.8	12.7	50.9	12.8	6.02	2.05
Total	.6	12.7	13.0	58.1	15.6	6.30	2.07
$\chi^2 = 20.78$				F = 7.41^{**}			

Significantly different means: S-F, S-A

.....							
Summary of F values for							
personal response mean versus perceived faculty response mean							
Students (S)	62.39^{**}			Faculty (F)	3.85		
Ames residents (R)	5.75^{*}			Administrators (A)	1.10		

* Significant at the five percent level

** Significant at the one percent level

Table 18. Description of response to the statement: Most faculty have an indifferent attitude toward the student outside his discipline or college

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	14.2	37.7	10.4	33.0	4.7	4.53	2.37
Ames residents (R)	3.0	48.5	21.2	27.3	0.0	4.54	1.79
Faculty (F)	1.0	23.4	6.4	56.4	12.8	6.13	2.03
Administrators (A)	3.4	25.4	10.2	42.4	18.6	5.95	2.31
Total	6.2	33.5	11.4	40.3	8.6	5.75	2.22

$$\chi^2 = 60.17^{**}$$

$$F = 14.02^{**}$$

Significantly different means: S-F, R-F, S-A, R-A

Perceived faculty response

Students (S)	0.9	13.2	16.1	58.5	11.3	6.32	1.76
Ames residents (R)	0.0	24.2	14.5	58.1	3.2	5.81	1.78
Faculty (F)	2.2	17.4	19.6	55.4	5.4	5.89	1.83
Administrators (A)	1.8	20.0	12.8	61.8	3.6	5.91	1.82
Total	1.3	17.8	16.2	58.0	6.7	5.83	2.05

$$\chi^2 = 11.36$$

$$F = 3.30^*$$

Significantly different means: S-R

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Summary of F values for
personal response mean versus perceived faculty response mean

Students (S)	52.89**	Faculty (F)	3.69
Ames residents (R)	11.72**	Administrators (A)	2.63

* Significant at the five percent level

** Significant at the one percent level

Table 19. Description of response to the statement: Intellectual aloofness on the part of faculty tends to create an attitude among students which may lead to campus disorder

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	10.4	50.9	17.0	20.8	0.9	4.02	1.93
Ames residents (R)	7.7	49.2	16.9	23.1	3.1	4.29	2.03
Faculty (F)	4.3	55.9	16.1	21.5	2.2	4.23	1.88
Administrators (A)	8.5	49.2	18.6	18.6	5.1	4.25	2.08
Total	7.7	51.7	17.0	21.1	2.5	4.15	1.98
$\chi^2 = 6.10$			$F = .24$				

Significantly different means:

<u>Perceived faculty response</u>							
Students (S)	0.0	21.7	32.0	42.5	3.8	5.57	1.69
Ames residents (R)	4.9	23.0	19.7	49.2	3.2	5.46	2.00
Faculty (F)	0.0	44.6	28.2	25.0	2.2	4.70	1.74
Administrators (A)	0.0	40.0	29.0	25.5	5.5	4.93	1.87
Total	1.0	31.8	28.0	35.7	3.5	5.00	2.03
	$\chi^2 = 35.50^{**}$			F = 4.92^{**}			

Significantly different means: S-F

.....

Summary of F values for personal response mean versus perceived faculty response mean			
Students (S)	52.12^{**}	Faculty (F)	4.54^{*}
Ames residents (R)	5.74^{*}	Administrators (A)	1.13

* Significant at the five percent level

** Significant at the one percent level

Table 20. Description of response to the statement: The concerns of most faculty tend to be so specialized in nature that faculty have little effect upon reducing campus disorders

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	11.3	39.6	15.1	27.4	6.6	4.57	2.31
Ames residents (R)	9.1	53.1	13.6	19.7	4.5	4.15	2.09
Faculty (F)	5.3	35.1	16.0	38.3	5.3	5.06	2.15
Administrators (A)	5.1	32.2	5.0	49.2	8.5	5.48	2.28
Total	8.0	39.7	13.2	32.9	6.2	4.79	2.26
$\chi^2 = 22.08^{**}$				F = 4.48**			

Significantly different means: R-A, R-F

<u>Perceived faculty response</u>							
Students (S)	0.9	21.7	19.8	52.8	4.8	5.77	1.81
Ames residents (R)	4.8	38.0	17.5	36.5	3.2	4.90	2.06
Faculty (F)	2.2	35.9	25.0	33.7	3.2	5.00	1.91
Administrators (A)	5.5	25.5	20.0	47.2	1.8	5.29	2.00
Total	2.8	29.7	20.9	43.1	3.5	5.14	2.11
$\chi^2 = 16.10$				F = 4.96^{**}			

Significantly different means: R-S

.....

Summary of F values for personal response mean versus perceived faculty response mean			
Students (S)	26.46^{**}	Faculty (F)	0.52
Ames residents (R)	2.55	Administrators (A)	3.24

* Significant at the five percent level

^{**} Significant at the one percent level

Table 21. Description of response to the statement: Most faculty will not really become concerned about campus disorders until their classrooms are disrupted

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	11.3	47.2	6.6	29.2	5.7	4.42	2.33
Ames residents (R)	6.0	45.5	9.1	37.9	1.5	4.67	2.11
Faculty (F)	5.4	32.3	11.8	43.0	7.5	5.30	2.23
Administrators (A)	8.5	32.2	3.4	44.1	11.8	5.37	2.48
Total	8.0	39.8	8.0	37.7	6.5	4.88	2.33
$\chi^2 = 19.18$				F = 3.27*			

Significantly different means: S-A

<u>Perceived faculty response</u>							
Students (S)	2.8	20.8	17.0	55.6	3.8	5.74	1.89
Ames residents (R)	1.6	23.8	15.9	55.6	3.1	5.70	1.86
Faculty (F)	2.2	30.4	22.8	42.4	2.0	5.24	1.88
Administrators (A)	5.5	34.5	12.7	45.5	1.8	5.07	2.09
Total	2.8	26.6	17.7	50.1	2.8	5.31	2.11
$\chi^2 = 10.51$				F = 3.30**			

Significantly different means: S-A

.....							
Summary of F values for							
personal response mean versus perceived faculty response mean							
Students (S)	35.74**			Faculty (F)	0.31		
Ames residents (R)	7.37**			Administrators (A)	4.28I		

* Significant at the five percent level

** Significant at the one percent level

Table 22. Description of response to the statement: Most faculty tend to support policies that will allow them to concentrate on classroom instruction without any disruption

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	18.9	65.2	7.5	7.5	0.9	3.13	1.61
Ames residents (R)	9.1	66.7	9.1	15.1	0.0	3.60	1.67
Faculty (F)	17.0	69.1	6.4	6.4	1.1	3.11	1.52
Administrators (A)	28.8	59.3	6.8	5.1	0.0	2.76	1.47
Total	18.2	65.5	7.4	8.3	0.6	3.15	1.59
$\chi^2 = 13.97$				F = 3.02*			

Significantly different means: R-A

<u>Perceived faculty response</u>							
Students (S)	13.2	58.5	17.9	8.5	1.9	3.55	1.73
Ames residents (R)	4.7	67.2	14.1	14.0	0.0	3.75	1.56
Faculty (F)	13.0	68.5	15.2	2.2	1.1	3.20	1.35
Administrators (A)	23.6	60.0	9.1	7.3	0.0	3.00	1.57
Total	13.1	63.5	14.8	7.6	1.0	3.30	1.65
	$\chi^2 = 20.35$			F = 3.95**			

Significantly different means: R-A

.....							
Summary of F values for personal response mean versus perceived faculty response mean							
Students (S)	8.06**			Faculty (F)	0.02		
Ames residents (R)	0.04			Administrators (A)	0.04		

* Significant at the five percent level

** Significant at the one percent level

Table 23: Description of response to the statement: Faculty members who have been at the university the longest tend to exhibit more institutional loyalty by supporting the institutional point of view during campus disorders

	<u>Percent</u>							
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s	
<u>Personal response</u>								
Students (S)	23.6	48.1	15.1	12.3	0.9	3.38	1.92	
Ames residents (R)	9.1	74.2	7.6	6.1	3.0	3.39	1.60	
Faculty (F)	11.7	58.5	13.8	13.8	2.2	3.72	1.86	
Administrators (A)	18.6	61.0	6.8	13.6	0.0	3.31	1.76	
Total	16.3	58.8	11.7	11.7	1.5	3.46	1.82	
$\chi^2 = 20.03$				F = 0.89				

Significantly different means:

<u>Perceived faculty response</u>							
Students (S)	7.5	55.7	16.0	19.8	1.0	4.02	1.85
Ames residents (R)	3.2	60.3	20.6	12.7	3.2	4.05	1.74
Faculty (F)	6.5	63.0	21.7	7.6	1.2	3.67	1.51
Administrators (A)	9.1	67.3	12.7	10.9	0.0	3.51	1.54
Total	6.6	60.8	18.0	13.3	1.3	3.72	1.78
$\chi^2 = 13.21$				F = 2.55			

Significantly different means:

.....

Summary of F values for personal response mean versus perceived faculty response mean			
Students (S)	10.90**	Faculty (F)	0.65
Ames residents (R)	2.99	Administrators (A)	0.03

* Significant at the five percent level

** Significant at the one percent level

Faculty Preventive Role Category

Summary data concerning proposals that may involve faculty in preventing campus disorders are presented in Tables 24 and 25. Specific tables regarding each statement in the faculty preventive role category begin on Page 76. In all tables, the statement number and the table number are the same. Tables include percentages, means, standard deviations, Chi-square values and F values for all groups on each statement.

The statements corresponding to each number on Tables 24 and 25 are as follows:

26. Effective student faculty dialogue in the classroom will tend to reduce campus disorders.
27. If more faculty time were devoted to informal interaction with students outside the classroom, campus disorders would tend to be reduced.
28. Faculty should initiate seminars on the developmental problems of young adults to help understand and work with development of students as one means of reducing campus disorders.
29. If faculty initiated opportunities for students to earn academic credit for working on community projects directly related to their academic work, campus disorders would tend to be reduced.
30. The involvement of students in faculty recruitment, promotion and evaluation will tend to help reduce campus disorders.
31. Student-Faculty committees offer one effective way of developing policies for campus disorders before they occur.

32. A university senate consisting of students, faculty and administrators, given a responsibility and a charge to resolve policies could be effective in handling campus issues that may lead to disorders.
33. A unionized faculty would tend to be more effective in dealing with or preventing campus disorders.
34. The university should employ attorneys to help solve administrative problems relating to campus disorders.
35. The university should employ attorneys to help solve legal problems relating to campus disorders.
36. State legislative controls and restrictions will tend to promote unity among the faculty and will tend to reduce campus disorders.

Data in Table 24 indicate that the personal responses of groups were significantly different on five of the 11 issues and their perceived faculty responses were significantly different on four of the 11 issues.

Students personal views were significantly different from their perceived views of faculty on eight statements. Administrators personal responses and their perceptions of faculty responses were significantly different on one issue.

Statements which caused more than half of the hypotheses to be rejected were concerned with students earning academic credit for off-campus work, the unionization of the faculty, and the use of legislative controls for handling campus disorders.

Chi-square values were found to be significant for personal responses on six statements and four statements on the perceived faculty response category. The summary data found in Table 25 are discussed in the following pages.

Table 24. Summary by table of proposed practices that involve faculty in preventing campus disorders

Hypothesis	Statement					
	26	27	28	29	30	31
1. Personal views do not differ				HS**	HS**	HS**
2. Perceived faculty views do not differ	HS**	S*		HS**		
3. Students personal vs. perceived views do not differ		S*	HS**	S*	HS**	
4. Ames residents personal vs. perceived views do not differ					S*	S*
5. Faculty personal vs. perceived views do not differ						
6. Administrators personal vs. perceived views do not differ						
7. Ratings of response are independent (personal response)				HS**	HS**	S*
8. Ratings of response are independent (perceived faculty)				S*		

number

32

33

34

35

36

HS**

HS**

HS**

S*

HS**

S*

HS**

HS**

HS**

S*

HS**

S*

HS**

HS**

HS**

HS**

HS**

HS**

Table 25. Summary of total mean scores and significantly different means between groups for each statement in the faculty preventive role category

Table no.	Total personal mean score	Significantly different means	Total perceived mean score	Significantly different means
26	3.81		3.65	S-A
27	4.46		4.58	R-A
28	4.21		4.47	
29	4.81	S-F, S-A	4.70	R-A
30	5.93	S-R, S-F, S-A, R-A	6.33	
31	3.27	R-A, R-F	3.27	
32	4.41		4.12	
33	7.01	S-F, S-A, R-F, R-A	6.02	S-F, R-F S-A, S-R
34	5.79		5.36	
35	4.30		4.28	
36	6.90	R-S, R-F, R-A	6.23	

Weighted value for mean score: 1 - Agree strongly
 3 - Agree
 5 - Undecided
 7 - Disagree
 9 - Disagree strongly

Students (S), Ames residents (R), Faculty (F), Administrators (A)

Statements presented in Table 26 to Table 29 reflect attitudes as they relate to the classroom. A personal response total mean score of 3.81 indicated that generally speaking, all groups agreed that effective student-faculty dialogue in the classroom would tend to reduce campus disorders (Table 26).

A highly significant difference was noted among groups for perceived faculty responses with differences being noted between administrators and students. Administrators perceived faculty as agreeing much more strongly with the statement (mean score 3.25) than students (mean score 4.11).

In response to the statement concerning the value of more informal dialogue outside of the classroom, Table 27 indicates more importance for dialogue in the classroom. The total mean score was 4.50, but a significant difference was found between Ames residents (mean score 5.00) and administrators (mean score 4.24).

The personal responses of students and how they perceived faculty responses were determined to be significantly different at the .05 level.

Observation of data in Table 28 indicates that a majority of respondents favor implementing seminars to help faculty understand and work with the problems of young adults. Sixty-eight percent of the Ames residents agreed or agreed strongly with the statement. Faculty tended to be the least receptive, with 47 percent agreeing.

Examination of data in Table 29 indicates students (mean score 4.23) and Ames residents (mean score 4.55) tended to support aca-

demic credit for working on community projects related to their course work, whereas the administrators (mean score 5.17) and faculty (mean score 5.44) tended to disagree more with the statement. These differences were highly significant at the .01 level.

A highly significant difference was also found among groups for how they perceived the faculty response with the greatest difference between means occurring between Ames residents and administrators.

The Chi-square test for the personal response was significant at the .01 level; for perceived faculty responses, it was significant at the .05 level.

The only group that had a significant difference between their personal responses and how they perceived faculty response was students.

A highly significant difference was found among groups regarding their attitudes toward the involvement of students in faculty recruitment, promotion and evaluation as a means of reducing campus disorders (Table 30). Students (39.6 percent) and Ames residents (31.2 percent) tended to agree more strongly with the statement than administrators (10.2 percent) and faculty (9.6 percent). Scheffe's test indicated a significant difference among the means of the above groups.

All groups perceived the faculty as disagreeing with the statement (group mean score, 6.33). A highly significant difference was found between students personal responses and how they perceived faculty responses.

The rank order of means from disagreement to agreement for the personal response category was faculty, administrators, Ames residents, and students.

Another proposed practice is presented in Table 31. Although highly significant difference occurred among the personal responses of all groups, all groups agreed (group mean score, 3.27) that student-faculty committees offer one effective way of developing policies for campus disorders before they occur. Significantly different means occurred between Ames residents and both the faculty and administrators. Administrators (mean score 2.90) and faculty (mean score 3.04) were more strongly in favor of the practice than Ames residents (mean score 3.79). Table 31 also indicated a significant difference between residents personal responses and how they perceived the faculty responses as agreeing more with the issue.

The Chi-square test was significant at the .05 level for the personal response category.

Ames residents agreed more (mean score 3.82) with the proposal of a university senate than any of the other groups (Table 32). Although the means were not significantly different, 68.2 percent of the Ames residents agreed or agreed strongly with the idea, while less than 50 percent in each of the other groups agreed with the statement.

The Chi-square test for the personal response category was found to be significant at the .01 level. For the perceived faculty

response, it was found to be significant at the .05 level. The rank order of means from agreement to disagreement for personal response was as follows: Ames residents, faculty, administrators, and students. For the perceived faculty response category, the rank order was: Ames residents, faculty, students, and administrators.

A comparison of means between personal and perceived faculty response revealed a significant difference between students personal responses and how they perceived the responses of faculty.

Table 33 deals with responses regarding the effectiveness of a unionized faculty in handling campus disorders. A highly significant difference was found among groups for both categories. In both categories significant differences were determined between faculty and both students and Ames residents, and between administrators and both students and Ames residents. The highest personal mean score of 7.91 was found for administrators. Nearly 92 percent of the administrators and 89 percent of the faculty disagreed or disagreed strongly with the statement.

Both categories rejected the hypothesis that responses and groups were independent of each other regarding the above issue.

For both responses, the order of disagreement to agreement with unionization was administrators, faculty, Ames residents, and students.

Further examination of the data in Table 33 indicates that the personal responses of groups were significantly different from

how they perceived the faculty response as each group disagreed more than the group perceived that the faculty would disagree.

The average personal response mean score was 7.01 and the perceived faculty response score was 6.02.

Data in Tables 34, 35, and 36 indicate responses to the use of additional resources to deal with problems relating to campus disorders.

All groups responded more favorably (mean score 4.30) to using attorneys to help solve legal problems during campus disorders (Table 35) than using attorneys to help solve administrative problems relating to campus disorders (Table 29, mean score 5.79). Although all groups favored the use of an attorney, the faculty (mean score 3.98) and the administrators (mean score 3.95) tended to agree more with the statement.

The difference between the mean of the personal response category and the perceived faculty response category differed by two hundredths (4.30 and 4.28) respectively.

A further examination of the data revealed that students personal responses and how they perceived the faculty response were significantly different at the .01 level. The personal and perceived responses of faculty were significantly different at the .05 level.

Although all groups disagreed or disagreed strongly that state legislative controls would reduce campus disorders, nearly 27 percent of the Ames residents responded agree or agree strongly.

Table 26. Description of response to the statement: Effective student-faculty dialogue in the classroom will tend to reduce campus disorders

	<u>Percent</u>							
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s	
<u>Personal response</u>								
Students (S)	9.5	46.7	22.9	18.1	2.8	4.16	1.96	
Ames residents (R)	6.3	57.8	21.9	10.9	3.1	3.94	1.76	
Faculty (F)	8.5	59.6	19.1	11.7	1.1	3.74	1.68	
Administrators (A)	15.3	62.7	11.9	10.1	0.0	3.34	1.61	
Total	9.6	55.6	19.6	13.4	1.8	3.81	1.83	
$\chi^2 = 12.95$				F = 2.38				

Significantly different means:

Perceived faculty response

Students (S)	1.9	58.5	22.6	16.0	1.0	4.11	1.63
Ames residents (R)	6.7	58.3	23.3	11.7	0.0	3.80	1.56
Faculty (F)	3.3	64.1	26.1	5.4	1.1	3.74	1.37
Administrators (A)	10.9	70.9	12.7	5.5	0.0	3.25	1.32
Total	4.8	62.3	22.0	10.2	.7	3.65	1.65
	$\chi^2 = 19.16$			F = 6.05**			

Significantly different means: S-A

.....

Summary of F values for personal response mean versus perceived faculty response mean			
Students (S)	0.01	Faculty (F)	0.24
Ames residents (R)	1.89	Administrators (A)	2.44

* Significant at the five percent level

** Significant at the one percent level

Table 27. Description of response to the statement: If more time were devoted to informal interaction with students outside the classroom, campus disorders would tend to be reduced

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	17.9	25.5	23.6	30.2	2.8	4.49	2.30
Ames residents (R)	7.6	36.4	21.2	31.8	3.0	4.73	2.09
Faculty (F)	9.6	40.4	17.0	26.6	6.4	4.59	2.25
Administrators (A)	15.3	47.5	15.3	20.3	1.6	3.92	2.06
Total	12.9	36.0	19.7	27.7	3.7	4.46	2.21
$\chi^2 = 16.94$			F = 1.63				

Significantly different means:

<u>Perceived faculty response</u>							
Students (S)	0.9	31.1	39.6	26.4	2.0	4.94	1.66
Ames residents (R)	0.0	38.7	25.8	32.3	3.2	5.00	1.83
Faculty (F)	1.1	41.3	34.8	21.7	1.1	4.61	1.65
Administrators (A)	1.8	50.9	32.8	12.7	1.8	4.24	1.60
Total	1.0	39.0	34.3	23.8	1.9	4.58	1.86
$\chi^2 = 13.13$				F = 3.80*			

Significantly different means: R-A

.....

Summary of F values for personal response mean versus perceived faculty response mean			
Students (S)	5.24*	Faculty (F)	0.14
Ames residents (R)	0.09	Administrators (A)	0.01

* Significant at the five percent level

** Significant at the one percent level

Table 28. Description of response to the statement: Faculty should initiate seminars on the developmental problems of young adults to help understand and work with development of students as one means of reducing campus disorders

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	11.3	49.1	19.8	17.0	2.8	4.02	1.99
Ames residents (R)	6.1	62.1	16.7	12.1	3.0	3.88	1.78
Faculty (F)	6.4	40.4	28.7	20.2	4.3	4.51	1.97
Administrators (A)	13.6	35.6	20.3	25.4	5.1	4.45	2.26
Total	9.2	46.9	21.8	18.5	3.6	4.21	2.01
	$\chi^2 = 16.13$			F = 1.92			

Significantly different means:

<u>Perceived faculty response</u>							
Students (S)	1.9	40.6	34.0	21.7	1.8	4.62	1.72
Ames residents (R)	0.0	45.2	38.7	16.1	0.0	4.42	1.45
Faculty (F)	1.1	38.0	43.5	15.2	2.2	4.59	1.58
Administrators (A)	1.8	29.0	43.8	23.6	1.8	4.89	1.64
Total	1.3	38.7	39.4	19.0	1.6	4.47	1.78
	$\chi^2 = 8.03$			F = 1.01			

Significantly different means:

.....

Summary of F values for personal response mean versus perceived faculty response mean			
Students (S)	7.78**	Faculty (F)	0.01
Ames residents (R)	1.01	Administrators (A)	0.101

* Significant at the five percent level

** Significant at the one percent level

Table 29. Description of response to the statement: If faculty initiated opportunities for students to earn academic credit for working on community projects directly related to their academic work, campus disorder would tend to be reduced

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	14.2	34.0	29.2	21.7	0.9	4.23	2.01
Ames residents (R)	3.1	42.4	31.8	19.7	3.0	4.55	1.80
Faculty (F)	3.1	27.7	21.3	39.4	8.5	5.44	2.09
Administrators (A)	5.1	25.4	32.2	30.5	6.8	5.17	2.03
Total	7.1	32.3	28.0	28.0	4.6	4.81	2.06
$\chi^2 = 32.06^{**}$				F = 7.14**			

Significantly different means: S-F, S-A

<u>Perceived faculty response</u>							
Students (S)	0.9	40.6	34.0	23.6	0.9	4.66	1.66
Ames residents (R)	1.6	41.0	42.6	14.8	0.0	4.41	1.46
Faculty (F)	1.0	20.7	50.0	26.1	2.2	5.15	1.54
Administrators (A)	0.1	14.5	58.2	23.6	3.6	5.33	1.41
Total	0.9	30.3	44.6	22.6	1.6	4.70	1.78
$\chi^2 = 24.92^*$				F = 4.40^{**}			

Significantly different means: R-A

.....

Summary of F values for personal response mean versus perceived faculty response mean			
Students (S)	4.45*	Faculty (F)	3.69
Ames residents (R)	2.38	Administrators (A)	0.47

* Significant at the five percent level

** Significant at the one percent level

Table 30. Description of response to the statement: The involvement of students in faculty recruitment, promotion and evaluation will tend to help reduce campus disorders

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	9.4	30.2	21.7	33.0	5.7	4.91	2.22
Ames residents (R)	4.6	24.6	21.5	38.5	10.8	5.52	2.17
Faculty (F)	0.0	9.6	13.8	48.9	27.7	6.89	1.78
Administrators (A)	3.3	6.8	15.3	45.8	28.8	6.80	2.00
Total	4.6	18.8	18.2	41.1	17.3	5.93	2.25
	$\chi^2 = 53.24^{**}$			F = 19.83**			

Significantly different means: S-R, S-F, S-A, R-A

<u>Perceived faculty response</u>							
Students (S)	0.9	12.3	22.6	52.8	11.4	6.23	1.75
Ames residents (R)	0.0	9.5	19.0	61.9	9.6	6.38	1.56
Faculty (F)	1.1	3.3	21.7	52.2	21.7	6.80	1.62
Administrators (A)	1.8	5.5	20.0	49.1	23.6	6.75	1.79
Total	.9	8.3	21.2	53.5	16.1	6.33	1.98
	$\chi^2 = 18.76$			F = 1.17			

Significantly different means:

.....

Summary of F values for personal response mean versus perceived faculty response mean			
Students (S)	33.59^{**}	Faculty (F)	1.21
Ames residents (R)	4.29^{*}	Administrators (A)	2.53

* Significant at the five percent level

** Significant at the one percent level

Table 31. Description of response to the statement: Student-faculty committees offer one effective way of developing policies for campus disorders before they occur

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	12.3	68.9	8.5	8.5	1.8	3.37	1.65
Ames residents (R)	4.5	62.1	24.2	7.6	1.6	3.79	1.51
Faculty (F)	13.8	73.4	9.6	3.2	0.0	3.04	1.20
Administrators (A)	22.0	66.1	6.8	5.1	0.0	2.90	1.39
Total	12.9	68.3	11.7	6.2	0.9	3.27	1.49
$\chi^2 = 24.98^{**}$			$F = 4.94^{**}$				

Significantly different means: R-A, R-F

<u>Perceived faculty response</u>							
Students (S)	4.7	70.8	17.9	6.6		3.53	1.30
Ames residents (R)	1.6	73.8	19.7	4.9		3.56	1.15
Faculty (F)	4.3	81.5	13.0	1.2		3.22	0.91
Administrators (A)	12.7	69.1	12.7	5.5		3.22	1.36
Total	5.4	74.2	15.9	4.5		3.27	1.32
	$\chi^2 = 13.58$			F = 2.46			

Significantly different means:

.....

Summary of F values for personal response mean versus perceived faculty response mean			
Students (S)	0.53	Faculty (F)	0.72
Ames residents (R)	4.31*	Administrators (A)	0.29

* Significant at the five percent level

** Significant at the one percent level

Table 32. Description of response to the statement: A university senate consisting of students, faculty, and administrators given a responsibility and a charge to resolve policies could be effective in handling campus issues that may lead to disorders

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	16.0	30.2	17.8	27.4	8.5	4.64	2.47
Ames residents (R)	6.1	62.1	18.2	12.1	1.5	3.82	1.67
Faculty (F)	5.3	44.7	27.7	17.0	5.3	4.44	1.97
Administrators (A)	8.5	37.3	25.4	22.0	6.8	4.63	2.16
Total	9.5	42.2	22.2	20.3	5.8	4.41	2.15
$\chi^2 = 29.45^{**}$			F = 2.30				

Significantly different means:

Perceived faculty response

Students (S)							
Ames residents (R)	5.7	51.9	22.6	19.8	0.0	4.13	1.74
Faculty (F)	3.2	54.8	32.3	8.1	1.6	4.00	1.51
Administrators (A)	1.9	37.0	44.4	11.1	5.6	4.63	1.72
Total	3.2	47.8	33.8	13.0	2.2	4.12	1.80
	$\chi^2 = 24.83^{**}$			F = 1.27			

Significantly different means:

.....

Summary of F values for personal response mean versus perceived faculty response mean			
Students (S)	4.62*	Faculty (F)	0.51
Ames residents (R)	0.05	Administrators (A)	1.91

* Significant at the five percent level

** Significant at the one percent level

Table 33. Description of response to the statement: A unionized faculty would tend to be more effective in dealing with or preventing campus disorders

		<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s	
<u>Personal response</u>								
Students (S)	0.9	14.2	14.2	52.8	17.9	6.45	1.89	
Ames residents (R)	3.1	12.2	18.5	38.5	27.7	6.50	2.16	
Faculty (F)	1.1	7.4	7.4	33.0	51.5	7.51	1.91	
Administrators (A)	1.7	1.7	5.1	32.2	59.3	7.91	1.62	
Total	1.5	9.6	11.4	40.4	37.1	7.01	2.04	
$\chi^2 = 44.64^{**}$				F = 11.24^{**}				

Significantly different means: S-F, S-A, R-F, R-A

<u>Perceived faculty response</u>							
Students (S)	2.9	18.9	33.0	35.8	9.4	5.60	1.95
Ames residents (R)	3.3	18.0	29.5	36.1	13.1	5.75	2.05
Faculty (F)	1.2	4.3	22.8	48.9	22.8	6.76	1.69
Administrators (A)	1.8	0.0	20.0	47.3	30.9	7.11	1.64
Total	2.2	11.1	27.1	41.8	17.8	6.02	2.22
$\chi^2 = 36.82^{**}$				F = 7.57^{**}			

Significantly different means: S-F, R-F, S-A, S-R

.....

Summary of F values for personal response mean versus perceived faculty response mean			
Students (S)	22.75^{**}	Faculty (F)	23.99^{**}
Ames residents (R)	12.46^{**}	Administrators (A)	21.66^{**}

* Significant at the five percent level

** Significant at the one percent level

Table 34. Description of response to the statement: The university should employ attorneys to help solve administrative problems relating to campus disorders

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	0.9	15.1	34.9	34.9	14.2	5.92	1.88
Ames residents (R)	1.6	18.8	25.0	43.8	10.8	5.87	1.93
Faculty (F)	4.3	16.0	33.0	38.3	8.4	5.61	1.96
Administrators (A)	10.2	8.5	16.9	52.5	11.9	5.95	2.25
Total	3.7	14.9	29.1	40.9	11.4	5.79	2.03
$\chi^2 = 21.68^{**}$				F = .54			

Significantly different means:

<u>Perceived faculty response</u>							
Students (S)	0.9	24.6	39.6	31.1	3.8	5.25	1.71
Ames residents (R)	0.0	8.3	40.0	43.4	8.3	6.03	1.53
Faculty (F)	2.2	15.2	52.2	22.8	7.6	5.37	1.72
Administrators (A)	0.0	9.1	38.2	43.6	9.1	6.05	1.57
Total	1.0	16.0	43.1	33.2	6.7	5.36	1.96
	$\chi^2 = 22.68^*$			F = .70			

Significantly different means:

.....							
Summary of F values for personal response mean versus perceived faculty response mean							
Students (S)	8.61**			Faculty (F)	4.17*		
Ames residents (R)	0.65			Administrators (A)	0.97		

* Significant at the five percent level

** Significant at the one percent level

Table 35. Description of response to the statement: The university should employ attorneys to help solve legal problems relating to campus disorders

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	4.7	39.6	30.2	17.9	7.6	4.68	2.04
Ames residents (R)	4.7	46.9	20.3	20.3	7.8	4.59	2.13
Faculty (F)	7.4	56.4	20.2	11.7	4.3	3.98	1.88
Administrators (A)	15.2	49.2	15.2	13.6	6.8	3.95	2.22
Total	7.4	47.4	22.6	15.8	6.5	4.30	2.09
	$\chi^2 = 17.43$			F = 2.58			
Significantly different means:							
<u>Perceived faculty response</u>							
Students (S)	4.7	43.4	29.3	19.8	2.8	4.45	1.85
Ames residents (R)	1.7	35.0	31.6	26.7	5.0	4.97	1.88
Faculty (F)	2.2	51.1	33.7	10.8	2.2	4.20	1.59
Administrators (A)	5.4	45.5	30.9	16.4	1.8	4.29	1.73
Total	3.5	44.4	31.3	17.9	2.9	4.28	1.94
	$\chi^2 = 15.43$			F = 1.26			
Significantly different means:							
.....							
Summary of F values for personal response mean versus perceived faculty response mean							
Students (S)	1.65			Faculty (F)		0.59	
Ames residents (R)	0.06			Administrators (A)		0.03	

* Significant at the five percent level

** Significant at the one percent level

Table 36. Description of response to the statement: State legislative controls and restrictions will tend to promote unity among the faculty and will tend to reduce campus disorders

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	0.0	2.8	10.4	44.3	42.5	7.52	1.51
Ames residents (R)	1.6	25.0	23.4	42.2	7.8	5.59	1.96
Faculty (F)	0.0	6.4	11.7	47.9	34.0	7.19	1.68
Administrators (A)	5.1	3.4	8.5	54.2	28.8	6.97	1.96
Total	1.2	8.4	13.0	46.8	30.6	6.90	1.95
$\chi^2 = 61.09^{**}$				F = 19.92**			

Significantly different means: R-S, R-F, R-A

Perceived faculty response

Students (S)	0.9	18.9	23.6	41.5	15.1	6.02	1.99
Ames residents (R)	0.0	9.8	21.3	55.7	13.2	6.44	1.62
Faculty (F)	0.0	6.5	19.6	52.2	21.7	6.78	1.63
Administrators (A)	3.6	7.3	12.7	50.9	25.5	6.75	1.98
Total	1.0	11.5	20.0	40.0	18.5	6.23	2.15
$\chi^2 = 21.39^*$				F = 1.83			

Significantly different means:

.....

Summary of F values for personal response mean versus perceived faculty response mean			
Students (S)	61.18^{**}	Faculty (F)	7.41^{**}
Ames residents (R)	3.10	Administrators (A)	4.21^*

* Significant at the five percent level

** Significant at the one percent level

Students had the highest percentage of disagreement with the statement (86.8 percent). The personal responses of Ames residents were significantly different from the responses of all other groups.

All groups indicated that they perceived the faculty as generally being opposed to state legislative controls (mean score 6.23).

The null hypotheses for independence was rejected at the .01 level for the personal response category and at the .05 level for the perceived faculty response category.

Significant differences between personal and perceived faculty responses were found for students, faculty and administrators.

Faculty Involvement Category

The faculty involvement category presents data in Table 37 and Table 38 concerning the amount and type of actual faculty involvement that should occur during a campus disorder. Specific tables regarding each statement begin on Page 101. In all tables, the statement number and the table number are the same. Tables include percentages, mean scores, standard deviations, Chi-square values and F values for all groups on each statement.

The statements corresponding to each number on Tables 37 and 38 are as follows:

39. If faculty members become aware of a potential campus disorder issue they should feel a responsibility to inform their immediate superior.

40. A university information center should be maintained during campus disorders to allow faculty members to know what is happening before, during, and after campus disorders.
41. The Faculty Council should be a strong influence in the governance of the university during periods of campus disorder.
42. An ad hoc committee of faculty members should be formed during a campus disorder to advise the administration.
43. In the event that a campus disorder occurs faculty should feel a responsibility to help quell the disturbance.
44. The presence of faculty members participating in campus disorders will tend to "cool" the intensity of the demonstration.
45. Faculty should be involved in campus disorders as "faculty marshalls" to help keep a rational atmosphere.
46. Student marshalls, if available, would tend to be more successful at keeping a rational atmosphere than faculty marshalls.
47. The student affairs staff should be the only university personnel involved in handling campus disorders.
48. Other than in case of extreme emergency, the national guard and the highway patrol should not be used to quell campus disorders.
49. Faculty and students should organize and give leadership to rational discussion on the issues at the time of campus disorders.
50. Faculty should not take class instruction time to discuss campus disorders unless they are directly related to course content.

A summary of the 12 statements in the faculty involvement category is found in Table 37. The hypothesis that no differences existed between the personal views of groups was rejected on 10 of the 12 statements. For the perceived faculty response category

the second hypothesis was rejected for 7 statements. Students personal responses were significantly different from their perceived faculty responses on 9 statements. Significant differences were found eight times for both Ames residents and faculty compared to their perceived views of faculty. The Chi-square test rejected the null hypothesis eight times for the personal response category and nine times for the perceived faculty response category.

Six of the eight hypotheses were rejected regarding the statement that faculty should inform their immediate superior if they became aware of campus disorder issues. All null hypotheses were rejected for the statement regarding the use of an ad hoc committee to advise the administration during a campus disorder and for the statement indicating that the presence of faculty members would tend to cool the intensity of a demonstration.

Other statements which rejected six of the eight null hypotheses pertained to the use of student marshalls and the use of the highway patrol and national guard.

Data presented in Table 38 are discussed in the following pages on a statement by statement basis.

Administrators (95 percent) agree or agree strongly with the statement that if faculty members become aware of a potential campus disorder issue, they should inform their immediate superior (Table 39). Ninety percent of the Ames residents and 80.8 percent of the faculty responded in the same manner although less than 50 percent of the students agreed or agreed strongly with the state-

Table 37. Summary by table of faculty involvement during campus disorders

Hypothesis	Statement					
	39	40	41	42	43	44
1. Personal views do not differ	HS**	HS**		HS**	HS**	S*
2. Perceived faculty views do not differ		S*	S*	HS**		HS**
3. Students personal vs. perceived views do not differ	HS**		HS**	HS**		HS**
4. Ames residents personal vs. perceived views do not differ	HS**	HS**	S*	S*	HS**	HS**
5. Faculty personal vs. perceived views do not differ	S*			S*	HS**	HS**
6. Administrators personal vs. perceived views do not differ	HS**	S*		HS**	HS**	HS**
7. Ratings of response are independent (personal response)	HS**			HS**	HS**	HS**
8. Ratings of response are independent (perceived faculty)		S*	HS**	HS**	S*	S*

number					
45	46	47	48	49	50
	HS**	S*	HS**	HS**	HS**
	HS**	S*			HS**
S*	HS**		HS**	S*	HS**
		HS**	S*		
HS**	HS**		S*	S*	
		HS**			
	S*	S*	HS**		S*
	HS**		HS**	S*	S*

Table 38. Summary of total mean scores and significantly different means between groups for each statement in the faculty involvement category

Table no.	Total personal mean score	Significantly different means	Perceived faculty mean score	Significantly different means
32	3.77	S-R, S-F, S-A, F-A	3.68	
33	3.77	S-F	3.50	S-F
34	4.68		3.95	S-A
35	4.76	S-F, S-A, R-A	4.24	S-F, S-A, R-A
36	3.70	S-R, S-A	4.69	
37	6.58	S-A	5.77	S-A, R-A, F-R
38	5.72		5.63	
39	3.70	S-A, R-A	4.24	S-F, S-A
40	6.55	S-A	5.95	S-A
41	2.53	S-R, R-F, R-A	2.92	
42	3.09	S-R, S-A	3.28	
43	5.11	S-R, S-F, S-A	4.59	S-F

Weighted value for mean score: 1 - Agree strongly
 3 - Agree
 5 - Undecided
 7 - Disagree
 9 - Disagree strongly

Students (S), Ames Residents (R), Faculty (F), Administrators (A)

ment. Administrators had a mean score of 2.25 and students had a mean score of 4.53. Differences among groups in the personal response category were highly significant. Significant differences occurred between students and each of the other groups, and between faculty and administrators. The Chi-square test of independence was also found to be highly significant for the personal response category. The rank order of means indicated that administrators agreed the most strongly followed by Ames residents, faculty, and students.

In a comparison of means between personal responses and perceived faculty response, each group indicated a significant difference. The difference between the means of students, Ames residents and administrators were determined to be significant at the .01 level.

Table 40 presents information relating to the use of an information center during disorders. All groups tended to respond in favor of the idea (mean score 3.77). Faculty tended to agree less than any other group (mean score 4.30). Students (mean score 3.42) and administrators (mean score 3.50) tended to support the idea the most. Because of the faculty's lower percentage of support, a highly significant difference was found among the means for the personal response category. Faculty tended to respond in a similar manner regarding their perceptions of the total faculty although their mean score of 4.00 indicated more agreement than their personal response category mean score. The mean score of

3.50 for all groups for the perceived category was less than the personal category; however, this may be due to the higher faculty score. The perceived faculty response category indicated a significant difference when the Chi-square test was applied to the data, whereas the personal response category was not significantly different.

Ames residents and faculty had significant differences between their personal response means and perceived faculty response means.

Data concerning suggestions that have been made with regard to possible alternatives for dealing with campus disorders, just prior to or during the actual disorders, are presented in the next 10 tables.

Administrators and students supported the idea of the faculty council being a strong influence on university governance in times of disorder less than did Ames residents or faculty members (Table 41).

All groups perceived the faculty as agreeing more with the statement. Significant differences were found between the responses of students and the responses of Ames residents. Further observation of the data regarding perceived faculty responses indicated that a highly significant difference occurred between students and administrators. Students viewed the faculty as agreeing much more with the power of faculty council than did the administrators.

The Chi-square test revealed a significant difference between

groups in the perceived faculty response category.

Findings reported concerning the appointment of an ad hoc committee of faculty members to advise the administration during disorders are found in Table 42. Students (mean score 4.25) and Ames residents (mean score 4.43) tended to agree more with the issue whereas faculty (mean score 5.23) and administrators (mean score 5.30) tended to disagree with the use of faculty ad hoc committees. These differences were found to be significant at the .01 level.

A highly significant difference was also found among groups for the perceived faculty response. Significant mean differences were determined between faculty and students and between administrators and both Ames residents and students.

The null hypotheses concerning the independence responses of both categories were rejected at the .01 level.

A comparison of means between personal and perceived faculty response of each group indicated a significant difference within each group.

Sixty nine percent of the faculty responded agree or agree strongly that faculty should feel a responsibility to help quell campus disorders (Table 43). Administrators, as a group, agreed even more strongly (84.7 percent) whereas only 52.7 percent of students responded in a like manner. A highly significant difference was found among the means for all groups with significantly different means found between students and each of the other three

groups. It should be noted that 34 percent of the students responded disagree or disagree strongly to involving faculty in quelling disorders.

All groups perceived faculty as disagreeing more than they personally disagreed with the statement. These differences were highly significant for Ames residents, faculty member and administrators.

The Chi-square test for independence was found to be highly significant for the personal response category and significant for the perceived faculty response category, thus rejecting the independence of response. The rank order of means for personal responses from agreement to disagreement was administrators, Ames residents, faculty and students.

Information presented in Table 44 indicated that all groups tend to disagree that the presence of faculty participating in a campus disorder will tend to cool the intensity of the demonstration. Administrators disagreed the most as indicated by a mean score of 7.07. Students, although disagreeing with the statement, had the lowest mean score of 6.13. This difference was found to be significant at the .05 level.

A highly significant difference was determined among all groups in the perceived faculty response category. More specifically, significant mean differences were found between administrators and both students and Ames residents.

The Chi-square test of independence was found to be signifi-

cant at the .05 level for the personal response category and the perceived faculty response category.

An examination of personal and perceived faculty response revealed that the difference between each group was significant at the .01 level.

Data regarding faculty involvement as faculty marshalls during a disorder are summarized in Table 45. There were no significant differences among groups for both personal and perceived faculty response categories. The mean scores for both categories (5.72 for personal and 5.63 for perceived faculty response) tended to indicate that all groups generally were opposed to using faculty marshalls.

Significant differences were found between perceived faculty response and their personal response for students and faculty.

Instead of faculty marshalls, Table 46 reported data concerning the use of student marshalls. All groups viewed them as being more effective than faculty marshalls. The mean score for all groups was 3.70. Faculty and administrators (mean score 3.43 and 3.14 respectively) gave significantly stronger support than the other two groups (students 4.02 and Ames residents 4.16).

All groups perceived the faculty as agreeing less than their personal views indicated, but all groups still indicated a tendency to agree that the use of student marshalls would be more effective than faculty marshalls. The fact that 35.8 percent of the students perceived the faculty as disagreeing or disagreeing

strongly should be noted.

Highly significant differences were found between perceived faculty and personal means for students and faculty members.

The hypothesized independence of both personal response and perceived faculty response categories was rejected.

All groups tended to disagree that the student affairs staff should be the only university personnel involved in handling campus disorders (Table 47). The average mean score for all groups was 6.55. The perceived faculty response mean score of 5.95 indicated less disagreement with the issue than the personal response category.

Significant differences were found among means for both categories. The greatest mean difference for the personal response category was between administrators (6.97) and faculty (6.34). For the perceived faculty response category, the greatest difference occurred between administrators (5.84) and students (6.32).

In comparing personal responses and perceived faculty response for each group, highly significant differences were determined to exist within the groups of Ames residents and administrators.

Table 48 illustrates the concern for use of the national guard and highway patrol in quelling campus disorders. All groups tended to agree or agree strongly (all group mean score 2.53) that the national guard and highway patrol should not be used unless in the case of an extreme emergency. The percentages within the groups

who responded agree or agree strongly were students (92.3), faculty (90.3), administrators (91.5), and Ames residents (67.7). Nearly 20 percent of the Ames residents disagreed or disagreed strongly with the statement. Because of the differences in the opinion noted in the table, the mean score of the Ames residents was significantly different at the .01 level from the other groups.

The null hypotheses of independence was rejected at the .01 level using the Chi-square test for both the personal response and perceived faculty response category. The rank order of agreement was student, administrator, faculty and Ames residents.

A highly significant difference was found between students perceived faculty response and their personal response to the statement. Significant differences were also found between mean responses for Ames residents and faculty.

Table 49 presents data reflecting the attitude toward students and faculty giving leaderships to rational discussion at the time of campus disorders.

Nearly 90 percent of the students responded agree or agree strongly to this possible alternative. Students mean score (2.74) was significantly lower than any of the other groups. According to the table, other group mean scores were Ames residents, 3.37; faculty, 3.17; and administrators, 3.37.

The 3.28 mean score for the perceived faculty response category also indicated a high degree of agreement with the statement.

The Chi-square test for independence was determined to be significant at the .05 level for this category, thus indicating groups were not independent in their rating of issues.

Significant differences between personal response mean and perceived faculty responses were found within student and faculty groups.

While all groups tended to support students and faculty conducting rational discussions during a disorder, data in Table 50 indicate that with the exception of students, groups oppose taking classroom instruction time to discuss a campus disorder issue. Students mean score 6.68 was significantly different at the .01 level from all other groups. Other group mean scores were 4.42, 4.51, and 4.05 for Ames residents, faculty and administrators respectively.

For the perceived faculty response category, students perceived the faculty as agreeing more with the statement than their own personal views; however, the level of disagreement still resulted in a highly significant difference among means for the perceived faculty category.

The highly significant difference noted between the personal response and perceived faculty response by students supports the previous statement. According to the Chi-square test, both categories reported significant differences resulting in the null hypotheses of independence being rejected at the .01 level.

Table 39. Description of response to the statement: If faculty members become aware of a potential campus disorder issue they should feel a responsibility to inform their immediate superior

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	7.5	41.5	21.7	25.5	3.8	4.53	2.06
Ames residents (R)	26.2	64.6	1.5	7.7	0.0	2.82	1.52
Faculty (F)	22.3	58.5	9.6	6.4	3.2	3.19	1.85
Administrators (A)	47.5	47.5	1.7	1.7	1.8	2.25	1.51
Total	22.8	52.2	10.5	12.0	2.5	3.77	2.00
$\chi^2 = 81.55^{**}$				F = 24.32**			

Significantly different means: S-R, S-F, S-A, F-A

<u>Perceived faculty response</u>							
Students (S)	9.4	56.6	20.8	12.3	0.9	3.76	1.71
Ames residents (R)	3.2	58.1	21.0	17.7	0.0	4.06	1.64
Faculty (F)	4.3	69.6	16.3	6.5	3.3	3.70	1.60
Administrators (A)	9.1	54.5	29.1	5.5	1.8	3.73	1.59
Total	6.7	60.3	21.0	10.4	1.6	3.68	1.75
$\chi^2 = 19.30$				F = 0.55			

Significantly different means:

.....

Summary of F values for personal response mean versus perceived faculty response mean			
Students (S)	13.79^{**}	Faculty (F)	6.57^{*}
Ames residents (R)	18.99^{**}	Administrators (A)	25.46^{**}

* Significant at the five percent level

** Significant at the one percent level

Table 40. Description of response to the statement: A university information center should be maintained during campus disorders to allow faculty members to know what is happening before, during, and after campus disorders

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	18.9	52.9	17.9	9.4	0.9	3.42	1.77
Ames residents (R)	6.2	58.5	21.5	12.3	1.5	3.89	1.68
Faculty (F)	7.4	45.7	25.6	17.0	4.3	4.30	1.97
Administrators (A)	15.3	59.3	11.9	11.9	1.6	3.50	1.83
Total	12.3	53.1	19.8	12.7	2.1	3.77	1.87
	$\chi^2 = 18.51$			F = 4.28**			
Significantly different means: S-F							
<u>Perceived faculty response</u>							
Students (S)	13.2	59.4	20.8	6.6	0.0	3.42	1.50
Ames residents (R)	3.3	71.7	21.6	1.7	1.7	3.53	1.26
Faculty (F)	3.3	51.1	39.1	5.4	1.1	4.00	1.40
Administrators (A)	12.7	54.6	21.8	10.9	0.0	3.62	1.66
Total	8.3	58.5	26.5	6.1	.6	3.50	1.60
	$\chi^2 = 26.07*$			F = 3.07*			
Significantly different means: S-F							
.....							
Summary of F values for personal response mean versus perceived faculty response mean							
Students (S)	0.24			Faculty (F)		4.51*	
Ames residents (R)	9.65**			Administrators (A)		0.58	

* Significant at the five percent level

** Significant at the one percent level

Table 41. Description of response to the statement: The faculty council should be a strong influence in the governance of the university during periods of campus disorder

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	5.7	34.8	21.7	34.0	3.8	4.91	2.06
Ames residents (R)	7.9	41.3	27.0	20.6	3.2	4.40	1.97
Faculty (F)	3.2	48.9	23.4	18.1	6.4	4.51	1.99
Administrators (A)	6.8	35.6	15.2	28.8	13.6	5.14	2.41
Total	5.6	40.4	22.0	25.8	6.2	4.68	2.15
$\chi^2 = 19.44$			F = 2.60				

Significantly different means:

<u>Perceived faculty response</u>							
Students (S)	7.6	61.3	19.8	11.3	0.0	3.70	1.56
Ames residents (R)	1.7	60.0	28.3	8.3	1.7	3.97	1.48
Faculty (F)	2.2	50.0	33.7	13.0	1.1	4.22	1.56
Administrators (A)	3.6	32.7	34.5	25.6	3.6	4.85	1.86
Total	4.2	52.7	28.1	13.7	1.3	3.95	1.79
	$\chi^2 = 26.66$			F = 3.91**			

Significantly different means: S-A

.....

Summary of F values for personal response mean versus perceived faculty response mean			
Students (S)	27.53**	Faculty (F)	3.52
Ames residents (R)	4.86*	Administrators (A)	3.81

* Significant at the five percent level

** Significant at the one percent level

Table 42. Description of response to the statement: An ad hoc committee of faculty members should be formed during a campus disorder to advise the administration

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	3.8	50.0	29.2	14.2	2.8	4.25	1.75
Ames residents (R)	0.0	46.0	38.1	14.3	1.6	4.43	1.53
Faculty (F)	6.4	25.5	27.6	30.9	9.6	5.23	2.18
Administrators (A)	1.7	23.7	25.4	45.8	3.4	5.50	1.83
Total	3.4	37.3	29.8	24.8	4.7	4.76	1.98

$$\chi^2 = 45.98^{**}$$

$$F = 9.23^{**}$$

Significantly different means: S-F, S-A, R-A

<u>Perceived faculty response</u>							
Students (S)	6.6	55.7	28.3	7.5	1.9	3.85	1.60
Ames residents (R)	1.7	54.2	30.5	13.6	0.0	4.12	1.49
Faculty (F)	0.0	33.7	40.2	23.9	2.2	4.89	1.62
Administrators (A)	1.8	23.6	47.3	23.6	3.6	5.07	1.66
Total	2.9	43.3	35.6	16.3	1.9	4.24	1.86

$$\chi^2 = 37.48^{**}$$

$$F = 7.99^{**}$$

Significantly different means: S-F, S-A, R-A

.....

Summary of F values for personal response mean versus perceived faculty response mean			
Students (S)	6.95**	Faculty (F)	5.91*
Ames residents (R)	5.69*	Administrators (A)	8.38**

* Significant at the five percent level

** Significant at the one percent level

Table 43. Description of response to the statement: In the event that a campus disorder occurs faculty should feel a responsibility to help quell the disturbance

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	12.3	40.6	13.1	27.4	6.6	4.51	2.34
Ames residents (R)	27.3	50.0	10.6	12.1	0.0	3.15	1.85
Faculty (F)	16.0	53.2	14.8	11.7	4.3	3.70	2.04
Administrators (A)	32.2	52.5	5.1	10.2	0.0	2.86	1.76
Total	20.0	48.3	11.7	16.6	3.4	3.70	2.15
$\chi^2 = 34.11^{**}$				F = 10.11**			

Significantly different means: S-R, S-A

<u>Perceived faculty response</u>							
Students (S)	3.8	32.0	27.4	33.0	3.8	5.02	1.95
Ames residents (R)	4.8	30.2	30.1	34.9	0.0	4.90	1.83
Faculty (F)	2.2	43.5	37.0	13.0	4.3	4.48	1.74
Administrators (A)	5.5	23.6	41.8	25.5	3.6	4.96	1.85
Total	3.8	33.5	33.2	26.3	3.2	4.69	2.00
$\chi^2 = 21.021$				F = 1.71			

Significantly different means:

.....

Summary of F values for personal response mean versus perceived faculty response mean			
Students (S)	2.52	Faculty (F)	8.40^{**}
Ames residents (R)	30.58^{**}	Administrators (A)	32.35^{**}

* Significant at the five percent level

** Significant at the one percent level

Table 44. Description of response to the statement: The presence of faculty members participating in campus disorders will tend to "cool" the intensity of the demonstration

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	2.8	17.9	12.3	53.8	13.2	6.13	2.04
Ames residents (R)	0.0	6.2	20.0	50.8	23.0	6.82	1.64
Faculty (F)	2.1	5.3	23.4	44.7	24.5	6.68	1.85
Administrators (A)	0.0	6.8	10.2	55.9	27.1	7.07	1.60
Total	1.5	9.9	16.7	50.9	21.0	6.58	1.89
$\chi^2 = 25.36^*$				F = 3.53*			

Significantly different means: S-A

<u>Perceived faculty response</u>							
Students (S)	0.9	18.9	33.0	43.4	3.8	5.60	1.70
Ames residents (R)	0.0	24.2	35.4	33.9	6.5	5.45	1.76
Faculty (F)	0.0	9.8	29.3	46.7	14.2	6.30	1.68
Administrators (A)	0.0	5.5	20.0	61.8	12.7	6.64	1.43
Total	0.3	14.9	30.2	45.7	8.9	5.77	1.99
$\chi^2 = 26.81^{**}$				F = 4.88^{**}			

Significantly different means: S-A, R-A, F-R

.....

Summary of F values for personal response mean versus perceived faculty response mean			
Students (S)	8.14^{**}	Faculty (F)	8.09^{**}
Ames residents (R)	25.61^{**}	Administrators (A)	8.57^{**}

* Significant at the five percent level

** Significant at the one percent level

Table 45. Description of response to the statement: Faculty should be involved in campus disorders as "faculty marshalls" to help keep a rational atmosphere

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	1.9	17.9	22.6	44.3	13.3	5.98	1.98
Ames residents (R)	1.5	29.2	27.7	33.8	7.8	5.34	1.97
Faculty (F)	2.1	17.0	27.7	37.2	16.0	5.96	2.04
Administrators (A)	3.4	23.7	32.2	30.5	10.2	5.41	2.04
Total	2.2	21.0	26.9	37.7	12.2	5.72	2.05
$\chi^2 = 10.17$				F = 2.59			

Significantly different means:

<u>Perceived faculty response</u>							
Students (S)	1.9	20.7	34.9	37.8	4.7	5.44	1.80
Ames residents (R)	0.0	13.1	27.9	55.7	3.3	5.98	1.52
Faculty (F)	0.0	21.7	37.0	32.6	8.7	5.57	1.80
Administrators (A)	0.0	20.0	30.9	43.6	5.5	5.69	1.71
Total	0.6	19.4	33.4	48.9	5.7	5.63	1.99
	$\chi^2 = 15.95$			F = 0.13			

Significantly different means:

.....

Summary of F values for personal response mean versus perceived faculty response mean			
Students (S)	6.22*	Faculty (F)	7.66**
Ames residents (R)	0.73	Administrators (A)	0.07

* Significant at the five percent level

** Significant at the one percent level

Table 46. Description of response to the statement: Student marshalls, if available, would tend to be more successful at keeping a rational atmosphere than faculty marshalls

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	11.3	50.9	16.0	18.9	2.8	4.02	2.02
Ames residents (R)	3.1	56.9	18.5	21.5	0.0	4.16	1.71
Faculty (F)	13.8	60.6	18.1	5.3	2.2	3.43	1.65
Administrators (A)	20.3	59.3	13.6	6.8	0.0	3.14	1.56
Total	12.0	56.5	16.7	13.3	1.5	3.70	1.83
$\chi^2 = 25.03^*$				F = 4.89**			

Significantly different means: S-A, R-A

<u>Perceived faculty response</u>							
Students (S)	2.8	35.8	25.6	33.0	2.8	4.93	1.92
Ames residents (R)	4.8	40.3	30.6	24.4	0.0	4.48	1.76
Faculty (F)	3.3	54.3	30.4	9.8	2.2	4.07	1.60
Administrators (A)	9.1	56.4	25.5	7.3	1.7	3.73	1.63
Total	4.4	45.8	27.9	20.0	1.9	4.24	1.93
$\chi^2 = 32.78^{**}$				F = 8.91**			

Significantly different means: S-F, S-A

.....

Summary of F values for personal response mean versus perceived faculty response mean			
Students (S)	14.77**	Faculty (F)	11.27**
Ames residents (R)	0.18	Administrators (A)	2.70

* Significant at the five percent level

** Significant at the one percent level

Table 47. Description of response to the statement: The student affairs staff should be the only university personnel involved in handling campus disorders

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	1.9	8.5	16.0	67.0	6.6	6.36	1.59
Ames residents (R)	0.0	4.6	10.8	69.2	15.4	6.91	1.33
Faculty (F)	2.1	7.4	20.2	61.7	8.6	6.34	1.63
Administrators (A)	1.7	6.8	10.2	54.2	27.1	6.97	1.78
Total	1.5	7.1	15.1	63.6	12.7	6.55	1.66
$\chi^2 = 21.48^{**}$				F = 2.76*			

Significantly different means: S-A

<u>Perceived faculty response</u>							
Students (S)	1.9	8.5	24.5	51.9	13.2	6.32	1.76
Ames residents (R)	1.6	8.2	27.9	52.5	9.8	6.21	1.67
Faculty (F)	0.0	7.6	32.6	55.4	4.4	6.13	1.39
Administrators (A)	0.0	20.0	23.6	50.9	5.5	5.84	1.73
Total	0.9	10.2	27.4	52.9	8.6	5.95	1.96
$\chi^2 = 15.99$				F = 2.89*			

Significantly different means: S-A

.....

Summary of F values for personal response mean versus perceived faculty response mean			
Students (S)	0.17	Faculty (F)	3.38
Ames residents (R)	14.12**	Administrators (A)	18.48**

* Significant at the five percent level

** Significant at the one percent level

Table 48. Description of response to the statement: Other than in the case of an extreme emergency, the national guard and the highway patrol should not be used to quell campus disorders

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	59.4	33.0	5.7	0.0	1.9	2.03	1.53
Ames residents (R)	18.5	49.2	15.4	10.8	6.1	3.74	2.18
Faculty (F)	39.8	50.5	4.3	4.3	1.1	2.53	1.62
Administrators (A)	57.6	33.9	1.7	5.1	1.7	2.19	1.77
Total	45.2	41.5	6.5	4.3	2.5	2.53	1.86
	$\chi^2 = 49.33^{**}$			F = 12.78**			

Significantly different means: R-S, R-F, R-A

<u>Perceived faculty response</u>							
Students (S)	27.3	50.0	13.3	9.4	0.0	3.09	1.77
Ames residents (R)	11.3	67.7	16.2	4.8	0.0	3.29	1.34
Faculty (F)	21.7	66.3	8.7	1.1	2.2	2.91	1.47
Administrators (A)	41.8	40.0	10.9	5.5	1.8	2.71	1.88
Total	25.1	56.5	12.0	5.4	1.0	2.92	1.69
	$\chi^2 = 29.64^{**}$			F = 1.71			

Significantly different means:

.....							
Summary of F values for							
personal response mean versus perceived faculty response mean							
Students (S)	34.35^{**}			Faculty (F)	5.62^{*}		
Ames residents (R)	5.67^{*}			Administrators (A)	2.17		

* Significant at the five percent level

** Significant at the one percent level

Table 49. Description of response to the statement: Faculty and students should organize and give leadership to rational discussion on the issues at the time of campus disorders

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	27.4	62.3	6.5	3.8	0.0	2.74	1.38
Ames residents (R)	10.8	66.2	16.9	6.1	0.0	3.37	1.40
Faculty (F)	19.1	61.7	12.8	4.3	2.1	3.17	1.64
Administrators (A)	20.3	50.8	18.6	10.3	0.0	3.37	1.75
Total	20.4	60.8	12.6	5.6	0.6	3.09	1.56
$\chi^2 = 20.63$				F = 12.78**			

Significantly different means: S-R, S-A

<u>Perceived faculty response</u>							
Students (S)	11.3	73.6	12.3	2.8	0.0	3.13	1.17
Ames residents (R)	8.1	67.7	14.5	8.1	1.6	3.55	1.57
Faculty (F)	3.3	69.6	22.8	3.3	1.0	3.59	1.27
Administrators (A)	16.4	50.9	30.9	1.8	0.0	3.36	1.43
Total	9.2	67.4	19.0	3.8	0.6	3.28	1.45
	$\chi^2 = 24.18^*$			F = 1.38			

Significantly different means:

.....

Summary of F values for personal response mean versus perceived faculty response mean			
Students (S)	6.67*	Faculty (F)	6.70*
Ames residents (R)	0.01	Administrators (A)	1.14

* Significant at the five percent level

** Significant at the one percent level

Table 50. Description of response to the statement: Faculty should not take class instruction time to discuss campus disorders unless they are directly related to course content

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	1.9	17.9	5.7	43.4	31.1	6.68	2.21
Ames residents (R)	12.1	48.5	4.5	25.8	9.1	4.42	2.45
Faculty (F)	18.1	31.9	14.9	26.6	8.5	4.51	2.52
Administrators (A)	16.9	45.8	8.5	25.4	3.4	4.05	2.28
Total	11.4	33.2	8.6	31.7	15.1	5.11	2.61
$\chi^2 = 69.86^{**}$				F = 23.00**			

Significantly different means: S-R, S-F, S-A

Perceived faculty response

Students (S)	5.7	28.3	18.9	43.3	3.8	5.23	2.08
Ames residents (R)	0.0	50.8	19.7	27.9	1.6	4.61	1.80
Faculty (F)	4.3	44.6	27.2	22.8	1.1	4.43	1.80
Administrators (A)	3.6	45.5	25.5	21.8	3.6	4.53	1.91
Total	3.8	40.4	22.6	30.6	2.6	4.59	2.09
	$\chi^2 = 22.37^{**}$			F = 5.01^{**}			

Significantly different means: S-F

.....

Summary of F values for personal response mean versus perceived faculty response mean			
Students (S)	36.67^{**}	Faculty (F)	0.42
Ames residents (R)	0.20	Administrators (A)	0.30

* Significant at the five percent level

** Significant at the one percent level

Post Disorder Responsibility Category

Summary data for the faculty responsibility category are presented in Tables 51 and 52. The post disorder faculty responsibility category included data concerning faculty involvement following a campus disorder. Specific tables regarding each statement in the category begin on Page 118. Tables include percentages, means, standard deviations, Chi-square values and F values for all groups on each statement.

The statements corresponding to each number on Tables 51 and 52 are as follows:

53. Faculty should identify, for disciplinary action, students who have violated university policies during campus disorders.
54. Faculty should identify students involved in illegal acts committed off-campus that may be related to campus disorders.
55. Most campus judicial systems consisting of faculty and student members are capable of handling persons accused of violating university policies during campus disorders.
56. Faculty should be members of disciplinary boards which hear student disciplinary cases relating to campus disorders.

Data presented in Table 51 indicate that significant differences were found between groups on all issues except the statement relative to a campus judicial systems' capability of dealing

Table 51. Summary by table of faculty responsibility following a campus disorder

Hypothesis	Statement number			
	53	54	55	56
1. Personal views do not differ	HS**	HS**		HS**
2. Perceived faculty views do not differ			S*	HS**
3. Students personal vs. perceived views do not differ	HS**	HS**		HS**
4. Ames residents personal vs. perceived views do not differ	HS**	HS**	HS**	
5. Faculty personal vs. perceived views do not differ		S*		
6. Administrators personal vs. perceived views do not differ	S*			
7. Ratings of response are independent (personal response)	HS**	HS**		HS**
8. Ratings of response are independent (perceived faculty)				

with campus disorder violations.

Five of the eight null hypotheses were rejected regarding faculty involvement in the identification of students for both off-campus and on-campus disorder violations. Only two hypotheses were rejected for the statement regarding the use of campus judicial systems for handling disorders. It should be noted that both students and Ames residents personal views and their perceived views of the faculty were significantly different on three of the four issues.

Data presented in Table 52 reflect the attitudes of groups toward the role of the faculty in identification of students and participation in the disciplinary function.

Table 52. Summary of total mean scores and significantly different means between groups for each statement in the past disorder responsibility category

Table no.	Total personal mean score	Significantly different means	Perceived faculty mean score	Significantly different means
53	4.06	S-R, S-F, S-A	4.11	
54	4.14	S-R, S-F, S-A	4.37	
55	4.76		4.37	R-F
56	3.81	S-R, S-A, F-R, A-R	3.58	A-R

Weighted value for mean score: 1 - Agree strongly
 3 - Agree
 5 - Undecided
 7 - Disagree
 9 - Disagree strongly

Students (S), Ames residents (R), Faculty (f), Administrators (A)

Observation of the data in Table 53 indicates that 78.4 percent of the Ames residents, 63.8 percent of the faculty, and 72.9 percent of the administrators responded agree or agree strongly that faculty should identify, for disciplinary action, students who have violated university policies during campus disorders. It should be noted that 42.5 percent of the students responded disagree or disagree strongly to the statement.

The difference among means for the personal response category was highly significant. The Scheffe' test indicated that significant differences occurred between students and each of the other groups.

It was also determined by the use of the Chi-square test that the response of groups in the personal response category were not independent of each other. The null hypotheses concerning independence was rejected at the .01 level. The rank order of means from agreement to disagreement with the statement were Ames residents, administrators, faculty, and students.

Although the perceived faculty response of all groups indicated that they thought faculty would disagree more with the issue (except students) there were no significant differences among the means.

An examination of the data regarding the personal response versus the perceived faculty response of each group indicated that a significant difference was found within the faculty group and highly significant differences were found within student and ad-

ministrator groups.

Responses to faculty identifying students involved in illegal off-campus disorders are listed in Table 54. A similar pattern of responses exists as did in Table 53 except that all groups, with the exception of students, tended to agree or agree strongly somewhat less with the need to identify students involved in off-campus disorders. With the exception of students, all groups perceived the faculty as being in less agreement with the practice of identifying students for disciplinary action (total mean score 4.37).

A highly significant difference was also found for the personal response category when the data were treated with the Chi-square test.

An analysis of the data regarding personal response versus perceived faculty response revealed that highly significant differences occurred for means between students and Ames residents. A significant difference was also found for the difference between faculty response and their perceptions of other faculty.

Tables 55 and 56 refer to faculty participation in the judicial system as a means of handling persons accused of violating university policies during campus disorders. Examination of the data in Table 48 suggests that there was a lack of agreement within each group as to whether or not campus judicial systems were capable of handling violations due to campus disorders. The mean score for all groups was 4.76. The perceived faculty response mean score for all groups was 4.37 which indicates very little difference in the

Table 53. Description of response to the statement: Faculty should identify, for disciplinary action, students who have violated university policies during campus disorders

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	3.8	28.3	25.5	14.1	5.41	2.23	
Ames residents (R)	29.2	49.2	13.8	6.2	1.6	3.03	1.81
Faculty (F)	19.1	44.7	19.2	9.6	7.4	3.83	2.25
Administrators (A)	23.7	49.2	18.6	8.5	0.0	3.24	1.73
Total	17.0	41.0	20.1	14.8	7.1	4.06	2.29
	$\chi^2 = 61.99^{**}$			F = 24.16^{**}			
Significantly different means: S-R, S-F, S-A							
<u>Perceived faculty response</u>							
Students (S)	10.4	43.4	26.4	17.0	2.8	4.17	.196
Ames residents (R)	3.3	45.9	24.6	24.6	1.6	4.51	1.83
Faculty (F)	6.5	47.8	28.3	12.0	5.4	4.24	1.93
Administrators (A)	10.9	36.4	36.4	14.5	1.8	4.20	1.85
Total	8.0	43.9	28.3	16.6	3.2	4.11	2.03
	$\chi^2 = 12.07$			F = 0.02			
Significantly different means:							
.....							
Summary of F values for personal response mean versus perceived faculty response mean							
Students (S)	30.88^{**}			Faculty (F)	2.16		
Ames residents (R)	14.55^{**}			Administrators (A)	4.26^{*}		

* Significant at the five percent level

** Significant at the one percent level

Table 54. Description of response to the statement: Faculty should identify students involved in illegal acts committed off campus that may be related to campus disorders

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	3.8	34.0	25.5	22.6	14.1	5.19	2.25
Ames residents (R)	27.3	43.9	13.6	13.6	1.6	3.36	2.06
Faculty (F)	19.1	45.7	16.0	16.0	3.2	3.77	2.13
Administrators (A)	13.6	50.8	23.7	8.5	3.4	3.75	1.87
Total	14.8	42.5	20.0	16.3	6.4	4.14	2.24
$\chi^2 = 43.84^{**}$				F = 13.17**			

Significantly different means: S-R, S-F, S-A

<u>Perceived faculty response</u>							
Students (S)	7.5	44.3	25.5	20.8	1.9	4.30	1.90
Ames residents (R)	1.6	33.9	33.9	29.0	1.6	4.90	1.74
Faculty (F)	7.6	41.3	28.3	18.5	4.3	4.41	1.99
Administrators (A)	7.3	29.1	43.6	14.5	5.5	4.64	1.91
Total	6.3	38.8	31.1	20.6	3.2	4.37	2.03
$\chi^2 = 15.34$				F = 0.36			

Significantly different means:

.....

Summary of F values for personal response mean versus perceived faculty response mean			
Students (S)	19.51^{**}	Faculty (F)	5.90^{*}
Ames residents (R)	18.91^{**}	Administrators (A)	3.73

* Significant at the five percent level

** Significant at the one percent level

Table 55. Description of response to the statement: Most campus judicial systems consisting of faculty and student members are capable of handling persons accused of violating university policies during campus disorders

	<u>Percent</u>							
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s	
<u>Personal response</u>								
Students (S)	6.6	38.6	19.8	30.3	4.7	4.76	2.11	
Ames residents (R)	0.0	30.8	40.0	24.6	4.6	5.06	1.71	
Faculty (F)	5.3	37.2	20.3	31.9	5.3	4.89	2.11	
Administrators (A)	8.5	47.5	18.6	20.3	5.1	4.32	2.10	
Total	5.2	38.3	23.8	27.8	4.9	4.76	2.06	
$\chi^2 = 20.63$				F = 1.27				

Significantly different means:

<u>Perceived faculty response</u>							
Students (S)	2.8	41.5	26.4	27.4	1.9	4.68	1.85
Ames residents (R)	0.0	54.8	32.3	12.9	0.0	4.16	1.42
Faculty (F)	3.3	38.0	30.4	26.1	2.2	4.72	1.83
Administrators (A)	1.8	50.9	29.1	18.2	0.0	4.27	1.59
Total	2.2	44.8	29.2	22.5	1.3	4.37	1.87
	$\chi^2 = 12.64$			F = 3.73*			

Significantly different means: R-F

.....

Summary of F values for personal response mean versus perceived faculty response mean			
Students (S)	0.22	Faculty (F)	2.04
Ames residents (R)	22.30**	Administrators (A)	2.12

* Significant at the five percent level

** Significant at the one percent level

Table 56. Description of response to the statement: Faculty should be members of disciplinary boards which hear student disciplinary cases relating to campus disorders

	<u>Percent</u>							
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s	
<u>Personal response</u>								
Students (S)	4.7	42.5	28.3	21.7	2.8	4.51	1.88	
Ames residents (R)	4.6	56.9	20.0	16.9	1.5	4.08	1.76	
Faculty (F)	11.7	68.1	17.0	2.1	1.1	3.26	1.34	
Administrators (A)	16.9	66.1	6.8	8.5	1.7	3.24	1.69	
Total	8.9	57.2	19.4	12.7	1.9	3.81	1.78	
$\chi^2 = 42.48^{**}$				F = 11.84^{**}				

Significantly different means: F-R, R-S, A-S, A-R

<u>Perceived faculty response</u>							
Students (S)	7.5	56.6	23.6	10.9	1.9	3.85	1.69
Ames residents (R)	0.0	62.9	19.4	16.1	1.6	4.13	1.63
Faculty (F)	7.6	66.3	21.7	3.3	1.1	3.48	1.36
Administrators (A)	10.9	69.1	14.5	5.5	0.0	3.29	1.34
Total	6.7	62.8	20.6	8.6	1.3	3.58	1.66
$\chi^2 = 17.86$				F = 3.94^{**}			

Significantly different means: A-R

.....							
Summary of F values for							
personal response mean versus perceived faculty response mean							
Students (S)	16.52^{**}	Faculty (F)		0.91			
Ames residents (R)	0.29	Administrators (A)		0.56			

* Significant at the five percent level

** Significant at the one percent level

personal responses compared to perceived faculty response.

The analysis of variance test applied to the perceived faculty response category did reveal a significant difference among the means. The greatest perceived difference occurred between the means of faculty and Ames residents.

Although all groups (mean score 3.81) in Table 56 tended to agree that faculty should be members of boards hearing disciplinary cases, students indicated a tendency to agree less (mean score 4.51). The difference among means for the personal response category was significant at the .01 level. A further analysis of means revealed there were significant mean differences between faculty and students, faculty and Ames residents, administrators and students, and administrators and Ames residents.

A highly significant difference was also found among means for the perceived faculty response category with significant difference being found between administrators and Ames residents.

Students perception of faculty, regarding the use of faculty on disciplinary boards, was significantly different from their own views (.01 level).

Faculty Rights Category

Data presented in Tables 57 and 58 are used to indicate attitudes toward the personal rights of faculty members during campus disorders. Specific tables regarding each statement in the category begin on Page 128.

In all tables, the statement number and the table number are the same. Tables include percentages, means, standard deviations, Chi-square values and F values for all groups on each statement.

The statements corresponding to each number on Tables 57 and 58 are as follows:

59. Faculty should not be allowed to be a part of a legal on-campus protest concerning a university issue.
60. Faculty should not be allowed to be a part of a legal off-campus protest concerning social issues.
61. Faculty should be dismissed from their positions for taking an active part in an illegal demonstration on campus.
62. Faculty should be dismissed for taking an active part in an illegal demonstration off-campus.

A summary of data relating to the faculty rights category is presented in Table 57. The null hypotheses that personal views of groups do not differ was rejected for all four statements. The null hypotheses that students personal views do not differ from their perceived view of faculty was rejected for all four statements.

Six of the eight null hypotheses were rejected regarding the statement that faculty members should be dismissed for taking part in an illegal demonstration on campus. Five of eight hypotheses were also rejected for the statement regarding faculty should not be allowed to participate in a legal off-campus demonstration.

Data regarding the information presented in Table 58 are presented in the following pages.

Table 57. Summary by table of faculty rights during a campus disorder

Hypothesis	Statement number			
	59	60	61	62
1. Personal views do not differ	HS**	HS**	HS**	HS**
2. Perceived faculty views do not differ	HS**		HS**	
3. Students personal vs. perceived views do not differ	HS**	HS**	S*	HS**
4. Ames residents personal vs. perceived views do not differ	S*			HS**
5. Faculty personal vs. perceived views do not differ		HS**	HS**	
6. Administrators personal vs. perceived views do not differ		HS**		
7. Ratings of response are independent (personal response)		HS**	HS**	HS**
8. Ratings of response are independent (perceived faculty)			HS**	

Table 58. Summary of total mean scores and significantly different means between groups for each statement in the faculty rights category

Table no.	Total personal mean score	Significantly different means	Perceived faculty mean score	Significantly different means
59	6.39	S-R, S-F, S-A, R-F, R-A	6.23	S-F, S-A
60	7.08	S-R, R-F, R-A	6.54	
61	4.47	S-R, R-F, S-A	4.93	S-F, S-A, R-F, R-A
62	5.36	S-R, S-F, S-A, R-F, R-A	5.40	

Weighted value for mean score: 1 - Agree strongly
 3 - Agree
 5 - Undecided
 7 - Disagree
 9 - Disagree strongly

Students (S), Ames residents (R), Faculty (F), Administrators (A)

Mean scores for each group in Table 59 tend to disagree that faculty should not be allowed to participate in a legal on-campus demonstration. Students disagreed the most strongly (mean score 7.40), whereas Ames residents (mean score 5.28) disagreed to a much less degree. It should be noted that while 83.9 percent of the students responded disagree or disagree strongly, 36.9 percent of the Ames residents and 22.0 percent of the administrators responded agree or agree strongly to the statement.

A majority of all groups perceived the faculty as disagreeing

with the statement. Highly significant differences were found among means for both personal response and perceived faculty response. Significant differences between means were found for students and each group and Ames residents and each of the other groups for the personal response category. A significant difference was also noted between the faculty and students for the perceived faculty response category.

Responses in both categories were found to be highly significant when the Chi-square test was applied to the data thus indicating the responses of groups are not independent of the rating classification.

Examination of the perceived faculty response versus personal response indicated that significant differences occurred between the means within the groups of students and Ames residents.

Data presented in Table 60 indicate that all groups (mean score 7.08) tend to disagree that faculty should not be allowed to be a part of legal off-campus protests. Students disagreed the most (mean score 7.55) and Ames residents disagreed the least (mean score 6.04). A highly significant difference was found for personal responses among groups. The Chi-square test independence of the personal response category was also found to be highly significant.

Observation of the perceived faculty response category indicated that all groups perceived the faculty as disagreeing less strongly (groups mean score 6.54) than they themselves.

Further examination of the data in Table 60 reveals that highly

significant differences were found between personal and perceived faculty response for students, faculty and Ames residents.

A highly significant difference was found among groups on whether faculty should be dismissed for taking an active part in an illegal demonstration on campus (Table 61). Students indicated disagreement (mean score 6.09) while the other three groups indicated a high amount of agreement that faculty should be dismissed. Their mean scores were 3.48 for Ames residents, 3.94 for faculty, and 3.54 for administrators.

Students and Ames residents perceived the majority of the faculty responding disagree or disagree strongly. A highly significant difference was found among the groups for the perceived faculty response category. Specific significant differences among the groups existed between faculty and both Ames residents and students, between students and administrators, and Ames residents and administrators.

The Chi-square test of independence applied to each category revealed that in both categories highly significant differences occurred.

A comparison of means for each group between the categories indicated a highly significant difference between Ames responses and a significant difference between student responses.

Table 62 refers to faculty being dismissed for participating in an illegal off-campus demonstration. Two groups, faculty and administrators, responses indicated disagreement whereas they had

Table 59. Description of response to the statement: Faculty should not be allowed to be a part of a legal on campus protest concerning a university issue

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	0.0	5.7	9.4	44.3	40.6	7.40	1.66
Ames residents (R)	12.3	24.6	15.4	32.3	15.4	5.28	2.57
Faculty (F)	8.5	12.8	14.9	37.2	26.6	6.21	2.48
Administrators (A)	11.9	10.2	13.5	33.9	30.5	6.22	2.66
Total	7.1	12.3	13.0	38.0	29.6	6.39	2.45
$\chi^2 = 36.75^{**}$				F = 12.63**			
Significantly different means: R-S, R-F, R-A, S-F, S-A							
<u>Perceived faculty response</u>							
Students (S)	0.0	5.7	15.1	54.7	24.5	6.96	1.58
Ames residents (R)	0.0	14.5	16.1	53.2	16.2	6.42	1.81
Faculty (F)	2.2	14.2	30.4	38.0	15.2	6.00	1.97
Administrators (A)	7.3	12.7	23.6	27.3	29.1	6.16	2.46
Total	1.9	11.1	21.3	44.7	21.0	6.23	2.22
$\chi^2 = 34.91^{**}$				F = 5.99**			
Significantly different means: S-F							
.....							
Summary of F values for personal response mean versus perceived faculty response mean							
Students (S)	7.08**			Faculty (F)		2.56	
Ames residents (R)	5.42*			Administrators (A)		1.65	

* Significant at the five percent level

** Significant at the one percent level

Table 60. Description of response to the statement: Faculty should not be allowed to be a part of a legal off campus protest concerning social issues

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	0.9	4.7	3.8	47.2	43.4	7.55	1.64
Ames residents (R)	4.6	20.0	16.9	35.4	23.1	6.04	2.35
Faculty (F)	3.2	6.4	9.5	42.6	38.3	7.13	2.02
Administrators (A)	3.4	1.6	5.1	47.5	42.4	7.47	1.78
Total	2.8	7.7	8.3	43.5	37.7	7.08	2.05
$\chi^2 = 34.97^{**}$				F = 9.94^{**}			

Significantly different means: R-S, R-F, R-A

<u>Perceived faculty response</u>							
Students (S)	0.0	10.4	9.4	56.6	23.6	6.87	1.72
Ames residents (R)	3.2	9.7	16.1	51.6	19.4	6.48	1.97
Faculty (F)	3.2	7.6	16.3	52.2	20.7	6.59	1.92
Administrators (A)	3.6	7.3	10.9	36.4	41.8	7.11	2.14
Total	2.2	8.9	13.0	50.8	25.1	6.54	2.22
$\chi^2 = 17.45$				F = 1.76			

Significantly different means:

.....

Summary of F values for personal response mean versus perceived faculty response mean			
Students (S)	12.13^{**}	Faculty (F)	10.82^{**}
Ames residents (R)	0.17	Administrators (A)	7.94^{**}

* Significant at the five percent level

** Significant at the one percent level

Table 61. Description of response to the statement: Faculty should be dismissed from their positions for taking an active part in an illegal demonstration on campus

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	4.7	21.7	10.4	40.6	22.6	6.09	2.38
Ames residents (R)	28.8	40.9	13.6	10.6	6.1	3.48	2.31
Faculty (F)	23.4	33.0	22.3	16.0	5.3	3.94	2.32
Administrators (A)	27.1	35.6	23.7	10.2	3.4	3.54	2.14
Total	19.1	31.4	16.9	21.8	10.8	4.47	2.57
$\chi^2 = 76.28^{**}$				$F = 25.99^{**}$			

Significantly different means: S-R, S-F, S-A

Perceived faculty response

Students (S)	2.8	25.5	23.6	34.9	13.2	5.60	2.15
Ames residents (R)	0.0	29.0	16.1	46.8	8.1	5.68	1.97
Faculty (F)	7.6	37.0	37.0	14.1	4.3	4.41	1.90
Administrators (A)	10.9	25.5	40.0	21.8	1.8	4.56	1.93
Total	5.1	29.5	28.9	28.9	17.6	4.93	2.23
	$\chi^2 = 44.78^{**}$			F = 8.60^{**}			

Significantly different means: S-F, S-A, R-A, R-F

.....

Summary of F values for
personal response mean versus perceived faculty response mean

Students (S)	4.86*	Faculty (F)	2.54
Ames residents (R)	25.52^{**}	Administrators (A)	3.85

* Significant at the five percent level

** Significant at the one percent level

Table 62. Description of response to the statement: Faculty should be dismissed for taking an active part in an illegal demonstration off campus

	<u>Percent</u>						
Weighted value	AS (1)	A (3)	U (5)	D (7)	DS (9)	\bar{X}	s
<u>Personal response</u>							
Students (S)	2.8	10.4	14.2	46.2	26.4	6.66	2.04
Ames residents (R)	22.7	40.9	15.2	16.7	4.5	3.78	2.28
Faculty (F)	14.9	14.9	25.5	29.8	14.9	5.30	2.54
Administrators (A)	11.9	23.7	30.5	23.7	10.2	4.93	2.33
Total	12.0	20.3	20.6	31.4	15.7	5.36	2.52
$\chi^2 = 69.41^{**}$				F = 22.06**			

Significantly different means: S-R, S-F, S-A, R-F, R-A

<u>Perceived faculty response</u>							
Students (S)	0.9	21.7	30.2	34.0	13.2	5.74	1.99
Ames residents (R)	0.0	25.8	25.8	41.9	6.5	5.58	1.85
Faculty (F)	3.3	16.3	38.0	32.6	9.8	5.59	1.92
Administrators (A)	7.3	18.2	40.0	25.5	9.0	5.22	2.08
Total	2.5	20.3	33.3	33.8	10.1	5.40	2.16
$\chi^2 = 16.54$				F = 2.22			

Significantly different means:

.....

Summary of F values for personal response mean versus perceived faculty response mean			
Students (S)	23.74^{**}	Faculty (F)	0.57
Ames residents (R)	15.97^{**}	Administrators (A)	0.04

* Significant at the five percent level

^{**} Significant at the one percent level

indicated agreement if the demonstration were on campus. Students responded in much the same manner as the previous statement; however, Ames residents tended to agree that faculty should be dismissed. The mean scores for each group were 6.66 for students, 3.78 for Ames residents, 5.30 for faculty, and 4.93 for administrators. These differences were significant at the .01 level. Application of the Scheffe' test revealed that significant differences existed between the responses of faculty and Ames residents and between administrators and Ames residents.

The total mean score for perceived faculty response was 5.40, which tended to indicate that all groups perceived faculty as disagreeing with the issue.

The Chi-square test revealed a significant difference among the personal responses of all groups.

Further examination of the data revealed that highly significant differences existed between the perceived faculty response and personal response for students and Ames residents.

Faculty Accountability

Data in Table 63 indicate how various classifications of respondents responded to a question on the accountability of the faculty member to his profession, his public, his students, and his university.

The question is located on Page 7 of the questionnaire in Appendix B.

Table 63. Rank order of accountability of faculty members by groups

<u>PERSONAL RESPONSE</u>					
	Students	Ames Residents	Faculty	Administrators	All groups
Profession	2	3	3	3	3
Public	4	4	4	4	4
Students	1	1	1	2	1
University	3	2	2	1	2
 <u>PERCEIVED FACULTY RESPONSE</u>					
Profession	1	1	2	2	1
Public	4	4	4	4	4
Students	3	2	3	1	3
University	2	3	1	3	2

In the personal response section, all groups, with the exception of the administrators, listed students as the first responsibility of a faculty member. Ames residents and faculty members listed the university as second, whereas the administrators listed students as second, and the students listed the profession as second. In all cases the public was last.

In the perceived faculty response action, students and Ames residents thought faculty members would list their profession first. Faculty members perceived other faculty as listing the university first, and administrators perceived faculty as listing students first. Both administrators and faculty perceived professional obligations as the second faculty choice. Students and faculty perceived that faculty

would rank students third in their list of responsibilities. Further observation of the data indicates that all groups perceived the public as being last.

DISCUSSION

The emotional responses triggered by the words campus disorders tend to elicit various types of responses from different people.

The controversial nature of disorders, demonstrations and violence has caused a considerable amount of comment and concern on the campus. Individual response to these phenomena must be taken into account in an attempt to analyze the results of the study.

The nature of the subject matter may have reduced the number of returns. Responses of those not completing the questionnaire ranged from "I don't know what is going on on the campus," to such things as "I do not want to be identified because of my business." One faculty member responded that he would not fill out the questionnaire because all the writer wanted to prove was "that faculty should be involved and I do not want to be involved."

The response of Ames residents was less than hoped for. This may have been due to lack of information regarding the campus, the number of questionnaires they are asked to complete, the nature of the questionnaire, the fact that it was too long, or because they did not think the results would make any difference anyway.

The summary of tables in the findings chapter indicate that there are a considerable number of significant differences among groups with respect to the attitude toward the faculty role in campus disorders. The high percentage of significant differences may indicate that a considerable amount of discussion among representatives of all groups should be held prior to determining the role

of faculty during an actual disorder.

It should be noted that in nearly 60 percent of the responses there was a significant difference among groups regarding perceived faculty response to the issue. This high percentage of response may indicate that different groups perceive the faculty as being different from themselves.

A comparison of personal response means and perceived faculty response means for students revealed that in 34 out of the 46 statements a significant difference was found between the means. This may indicate one of the causes of misunderstanding on the campus.

Although comparisons for other groups do not show as high a number of significant differences, information regarding Ames residents revealed that in over one half of the tables they perceived faculty as responding significantly different from themselves.

The high number of differences between actual faculty response and perceived faculty response was of some surprise to the writer. Administrators tended to indicate that they perceived themselves as being close to the faculty point of view. This may indicate the administrators feel that a good perception of faculty attitudes on most issues is important.

The summary of attitudes of groups toward faculty role in campus disorders indicated that they thought most faculty were concerned, but with varying degrees of involvement. It should be noted that only a very small percent thought that faculty members were apathetic. This seems to indicate that generally the faculty are concerned, but

it is discouraging to note that only 1.8 percent of those sampled thought that faculty were responsible and active.

It is apparent that faculty are concerned, but it is also apparent that some direction needs to be given regarding possible alternatives for their involvement.

Generally speaking, faculty seem to be uncomfortable about campus disorders. Based on data in the previous chapter, faculty members themselves indicate this feeling. In addition, all groups perceived the faculty as being uncomfortable in this area. Administrators seemed to be even more sensitive than any other group to the fact that the faculty was uncomfortable about disorders. This may be due to their greater contact with the faculty regarding campus issues.

For the basis of further analysis the discussion will be divided into the categories set forth in the methods chapter. These categories are:

Faculty attitudes

When discussing the broad area of the faculty role in campus disorders, it is important to base an understanding of that role on both personal attitudes of groups toward the faculty and on how these groups perceive the attitude of the faculty.

An important aspect in judging the success of the role assumed by faculty is their public image. Although all groups ranked the public last in terms of accountability, the public still plays an important part in the determination of attitudes toward a particular

faculty responsibility. Part of the concern exhibited by the statement that the public's respect for the faculty has diminished as a result of campus disorders may result in other agencies attempting to enter into campus governance because they do not think the faculty are capable of handling the situation.

Faculty and administrators seem to be more conscious of the reaction of the public than do Ames residents or students. Both faculty and administrators thought the public's respect for faculty had declined due to campus disorders. Students, however, seemed to sense an attitude of independence among the faculty and they did not perceive faculty as responding in this manner. It also should be noted that most students did not think that the faculty's reputation had diminished. It may be that students were looking at the intellectual capabilities of the faculty rather than their ability to function as political figures.

When the statement was posed that most faculty do not want any involvement in campus disorders, the responses tended to be evenly distributed. Although responses do not indicate a definite trend in either direction, there are some indications that most groups would agree slightly. The response to this statement may reflect somewhat on the controversy regarding the lack of agreement on what should be done about campus disorders.

Many times the focal points of disorders attempt to determine "who is against whom" regarding the issues. The data indicate agreement among all groups that it appears to be the students

against faculty, administration and regents rather than students and faculty against the administration and regents. This response appears to parallel the oft-quoted phrase that "it's the students who are causing all the problems." When a statement was posed concerning the faculty and students against the administrators and regents, the faculty responded with the most disagreement. This may have been due to the fact that even though faculty are uneasy about disorders they prefer not to be cited as a group who are participating in or have any association with disorders. All groups tended to perceive the faculty as responding in a negative manner to this issue.

Although a majority of the respondents tended to agree that in most campus disorders students have been encouraged by some of the faculty, over 40 percent of the students disagreed or disagreed strongly with the statement. Both students and Ames residents perceived faculty as responding that they did not tend to encourage participation in disorders.

Teaching assistants, who were not viewed as faculty for the purposes of the study, were perceived as participating more in campus disorders than full time faculty members. This appears to support other research findings as indicated in the review of the literature chapter.

Faculty response to any aspect of campus disorder may reflect their knowledge and attitudes about the campus community. Each group of respondents indicated a lack of agreement with the state-

ment that faculty do not know what is going on in institutional affairs, but all groups indicated a high percentage of disagreement with the statement that faculty care very little about what was going on in the institution. It was interesting to note that the faculty group disagreed more strongly than any other group regarding the statement that faculty do not care about what goes on in the institution other than in their own discipline. It should also be noted that all groups perceived the faculty as disagreeing with the statement indicating that most faculty tend to exhibit a caring attitude.

In a further exploration of faculty attitudes which may relate to the causes of campus disorder, students and Ames residents tended to agree somewhat that faculty have an indifferent attitude toward students outside of their own discipline or college; both faculty and administrators, however, tended to disagree that faculty have an indifferent attitude. Students perceived faculty as indicating that they were not indifferent toward students outside their college. It may be hypothesized that the personal attitude expressed by students is a reflection of the overall student attitude toward faculty members outside their respective discipline or college. The faculty, however, do not think they have an indifferent attitude.

All groups tended to agree that aloofness on the part of faculty may help to create an attitude of lack of concern by the faculty, although no agreement was indicated on the statement that faculty concerns were so specialized in nature that the faculty consequently

could have little effect upon reducing campus disorders.

Examination of the data reveals that students who generally agreed with the statements regarding faculty attitude, faculty aloofness and the specialized nature of the faculty perceived the faculty as generally disagreeing with the statements regarding these issues.

On statements relating to when the faculty would become concerned about a campus disorder, a majority of students and Ames residents did not think faculty would become concerned until their classrooms were disrupted; however, a majority of both faculty and administrators disagreed with the statement. The perceptions of faculty by both students and Ames residents indicated that they thought faculty members would tend to disagree with the statement.

All groups tended to agree that faculty would support policies which would allow them to concentrate on classroom instruction without disruption. All groups tended to agree, also, that the longer faculty members had been at the institution the more they tended to support the institutional point of view during campus disorders.

Faculty preventive role

Data presented in the previous chapter indicate that all groups generally agreed that effective student-faculty dialogue in the classroom would tend to reduce campus disorders; however, not much agreement was noted regarding the potential effectiveness of informal interaction outside the classroom. All groups viewed the class-

room as a much more significant opportunity for reducing the tension that may lead to campus disorders.

All groups indicated that the creation of seminars regarding the developmental problems of young adults may be helpful in reducing campus disorders. The response to this may reflect a concern for obtaining a better understanding of today's college student as he relates to and functions within the university community.

The alternatives of academic credit for working on campus community projects received very little support as a method of reducing campus disorders. Both faculty and administrators tended to disagree with the idea while students and Ames residents tended to support it. Some of the feeling overshadowing both faculty and administrative response may be their concern that allowing academic credit for such experiences might bring discredit by lessening the academic rigor of the institution.

A majority of all groups, with the exception of the students, disagreed that the involvement of students in faculty recruiting, promotion and evaluation would tend to help reduce campus disorders. The high percentage of students indicating that they thought involvement in these procedures would help reduce campus disorders and the lack of flexibility in this area on the part of the faculty and administrators may point out why this has been a cause for some campus disorders.

One of the most effective ways to prevent campus disorders, indicated by all groups, was the use of student-faculty committees

in developing policies for campus disorders before they occur. Faculty, administrators and students were all strongly in favor of the use of the committee method in policy development. In a time when some committee structures are perceived as being rather ineffective, it is interesting to note that all groups seemed to exhibit more faith in the committee system as a means of developing policies for campus disorders than in the creating of a university senate. Although all groups tended to agree that a university senate could resolve some of the problems related to campus disorders, it appears that other methods are considered more effective and efficient in determining policies.

The possibility of the greater effectiveness of a unionized faculty with campus disorders was rejected by all groups. The degree to which each group rejected the idea varied. Faculty and administrators were definitely opposed with over half of each group disagreeing strongly that a unionized faculty could be effective in dealing with campus disorders. Part of this response may have been due to a reaction in general to unions rather than to their effectiveness in dealing with campus disorders.

The employment of an attorney to help solve legal problems met with agreement in all groups. Administrators appeared to favor the idea more strongly than any of the other groups. This response of the administrators may be due to the increasing concern about the legal knowledge and advice necessary to keep the university from endangering itself legally during campus disorders. All

groups, however, indicated that they did not think an attorney should be retained for the purpose of helping solve administrative problems relating to campus disorders.

The prospect of state legislative controls to deal with campus disorders met with exceptionally strong disagreement from students, faculty and administrators. Although the majority of Ames residents also disagreed with the statement, one fourth of the respondents indicated they thought that legislative control would help campus disorders.

Faculty involvement in disorders

All groups, except students, strongly agreed that if a faculty member becomes aware of a potential campus disorder he should feel a responsibility to inform his immediate superior. Although students tended to agree, the degree of their support was much less than that of the other groups. The majority of students, however, perceived the faculty as agreeing with the statement. Ames residents and administrators responded very strongly in favor of the faculty informing their superiors but perceived faculty as agreeing somewhat less. The high degree of agreement among both of these groups may indicate a high degree of concern for preparedness in solving potential disorder issues before they become acute.

All groups generally agreed that an information center should be provided to keep everyone informed as to what is happening before, during and after a campus disorder. The use of an information center

could be valuable in halting rumors which may increase the intensity of a disorder.

No definite agreement was indicated regarding the effectiveness of a faculty council or a special ad hoc faculty committee to advise the administration during campus disorders. All groups perceived faculty as generally favoring either alternatives during an actual disorder. Administrators and faculty seemed to prefer existing structures for faculty advice as their mean scores indicated much more agreement with the use of a faculty council than of an ad hoc committee appointed at the time of a disorder.

If a disorder is occurring, a majority of all groups indicated that faculty should feel a responsibility to help quell the disturbance. Administrators and Ames residents responded more strongly to this than did students or faculty. It may be that both of these groups tend to be more concerned about tranquility on the campus. All groups, however, indicated that they thought faculty would be in less agreement about having a responsibility to help quell the disturbance. All groups thought the presence of faculty members participating in a demonstration would not have a "cooling" effect upon the intensity of the demonstration. They also tended to disagree, but not nearly as strongly, that faculty marshalls would help to keep a rational atmosphere during campus disorders. Faculty and students were in more disagreement with the use of faculty marshalls than were administrators and Ames residents. However, all groups, particularly administrators and faculty viewed student mar-

shalls as being far more effective than faculty marshalls during campus disorders. All groups agreed strongly that involvement of other groups, in addition to student affairs personnel, is important in handling disorders. All groups also responded strongly in favor of using either the national guard or highway patrol only in the case of extreme emergencies. It was somewhat surprising to note that 17 percent of the Ames residents disagreed or disagreed strongly with the statement that the national guard or highway patrol should be used only in the case of extreme emergencies. This may reflect some of the desire for more authoritative forms of control by some segments of the public.

In providing alternative approaches during a disorder, the proposal that faculty and students participate in rational discussions at the time of the disorder received a high degree of support from all groups. Students were found to be in particularly strong agreement with the proposal.

Post-disorder responsibility

Following a campus disorder, faculty may be called upon to identify students or to participate in the adjudication of violations of university policy.

Observation of the data indicated that the majority of students generally oppose any type of faculty involvement if there is any possibility of the faculty being used later in punitive or control measures. Students also responded in a similar manner re-

garding the use of faculty marshalls. This seems to indicate that, generally speaking, students do not think faculty should be used as marshalls and, more specifically, should not be used to identify students for disciplinary action in the event of campus disorders.

Further examination of the data indicated that Ames residents, faculty and administrators think faculty have a responsibility to identify students who have violated university policies. Although the faculty were not as strong in agreement as the other two groups, it is important to note that they did feel a responsibility to identify students. This apparent approval of faculty members identifying students appears to indicate that the majority of people in the university feel some responsibility to the institution and that violators of university policy should be disciplined.

It should be noted that all groups, with the exception of the students, perceived faculty as being more hesitant with respect to the identification role. This may indicate some lack of confidence in the faculty when it becomes time to identify students involved in campus disorders. Students perceived the faculty as being more control-oriented in this particular situation. It may be hypothesized that the students feel this is not part of the faculty's role on campus.

Ames residents agreed more strongly than any other group that faculty should identify students who have violated policies. This may be related to a trend that appeared throughout the previous chapter regarding a concern for more control on the campus.

When the issue was raised regarding similar identification procedures in off-campus incidents, the response was very similar to that above. Students again were opposed to faculty performing this role whereas the other groups generally tended to support the use of faculty in identifying students in off-campus incidents. It should be noted that this seems rather contrary to the current trend for less university involvement in off-campus behavior. It may be that the current concern regarding campus disorders is strong enough to change attitudes toward an area that previously has been somewhat off limits to faculty or even university involvement.

Each group's perception of the faculty attitude indicated they thought the faculty would not be very willing to identify students involved in off-campus incidents. Nearly one-half of the administrators were undecided when asked how they thought faculty felt about the issue. This would seem to indicate some support of the feeling of administrators not really knowing how faculty feel about becoming involved in off-campus incidents. As in the previous discussion of faculty identification of students involved in on-campus disorders, students perceived faculty as also being more control-oriented on the issue of identification of students off-campus. Ames residents perceived faculty as being more liberal and not wanting to be involved in control issues.

Data do not indicate a pattern of agreement or disagreement regarding the use of faculty-student judicial systems to handle

violations resulting from campus disorders. Administrators seemed to have more confidence in the ability of students and faculty to handle the situation than any of the other groups. Although 40 percent of the Ames residents were undecided about whether such a system could be effective, they perceived faculty as thinking that a joint faculty-student judicial system would be capable of handling violations.

If a campus judicial system was determined to be the best body for handling violations of university policy during campus disorders, the majority of all groups thought that faculty should be involved. The fact that 24.5 percent of the students were opposed to the involvement of faculty may mean either that they thought judicial boards should consist of students only or that judicial boards should not handle violations of campus disorders. This conclusion is supported by the fact that 34.9 percent disagreed or disagreed strongly that campus judicial systems were capable of handling violations of university policies during campus disorders.

A high percentage of both faculty and administrators agreed that faculty should be involved in the judicial process. If a campus judicial system is set up to hear violations related to campus disorders, it is important to include faculty members in order to insure its acceptance by all facets of the university community.

A majority of all groups perceived the faculty as agreeing with the statement that faculty should be members of judicial boards which hear cases relating to campus disorders. This may

relate to the overall concern of faculty that all groups perceive the faculty as wanting to be more involved in most aspects of the university.

Faculty rights

An area not often discussed pertains to the right of a faculty member to participate in a demonstration or protest regarding an issue. A majority of all groups disagreed with the statement that faculty should not be allowed to be part of a legal off-campus protest concerning a social issue, although Ames residents did not disagree as much as did the other groups. Nearly 25 percent of the Ames residents indicated that faculty should not be allowed to participate in protests. This may, however, be a reflection of their general attitude toward all participants in protests rather than just specifically the faculty.

When the issue was changed to a legal on-campus protest, all groups, except students, tended to support this statement less than they did the one concerning faculty participation in an off-campus demonstration. This difference may be due to a feeling that the place for personal expression is off-campus where a faculty member has the right to express his own views and thus is not as likely to be confused with the views of the university. Ames residents, again, were more restrictive in their views than either faculty or administrators.

Students tended to disagree with the statement that faculty should be dismissed for participating in an illegal demonstration on campus; however, Ames residents, faculty and administrators agreed that it should be cause for dismissal. Faculty tended to agree less than the other two groups possibly indicating a concern for some of their fellow faculty members.

When the same question was raised concerning off-campus participation, the response was more varied. Ames residents and students still retained their respective views on opposite ends of the continuum, but administrators and faculty members were undecided, as evidenced by the fact that equal percentages appeared on each side of the issue.

Faculty accountability

The rank order by each of the groups as compared to how they perceived the faculty rank order indicated some interesting contrasts. With the exception of administrators, all groups thought students should be the most important responsibility of a faculty member. Administrators ranked students a close second. The ranking of administrators may have been based on their concern for the entire university and its continuous operation.

Students ranked the university third in terms of faculty responsibility, which may indicate that they view the faculty member's responsibility, in addition to students, as being academic rather than institutional. All groups ranked the public last. In a time when various populus seem to be taking a more active role in voicing their opinions regarding campus governance, it was interesting to note that it was a distant fourth in all groups.

The perceived faculty responses presented a significantly different rank order. The only group that perceived that faculty would rank students first were administrators. Students and Ames residents perceived the faculty as listing their profession first and students perceived the faculty as ranking them third. Faculty also perceived other faculty as ranking students third. This may reflect a current attitude which seems to be prevalent on the campus that faculty do not really care as much about students as they do about other aspects of the university. Some members of the academic community have blamed this attitude as one of the reasons for campus disorders. If the personal responses of the faculty to this question are accurate, the faculty must not be convincing the students of their overall concern for them.

The belief that most faculty are concerned mainly about their professional stature seems to be supported by the perceived rankings of students and Ames residents.

It would appear, on the basis of tables regarding the order of accountability, that there is a need for the faculty to communicate

with the students concerning the student's attitude toward the faculty and also how the faculty can become more involved with the student in the academic process.

In efforts to generalize the findings and recommendations of the study, it should be recognized that the responses were limited to Ames residents, Iowa State University students, faculty members, and administrators and that no major campus disorders, as defined in the introductory chapter, have occurred at Iowa State University.

RECOMMENDATIONS

A further examination of all data indicates some possible recommendations pertaining to the faculty role in campus disorders.

After viewing all data, it appears that a campus committee should be formed to outline the guidelines and procedures for a response to campus disorders. These guidelines should include a delineation of the faculty role in campus disorders. The research indicated that most faculty are uncomfortable about disorders; consequently, it may be important to assure them that there are existing guidelines, not only for their role, but also the entire university community. The fact that 57 percent of the faculty responded that they were concerned with some involvement indicates a need to delineate the degree of involvement by faculty members.

Data reveal that most groups prefer to use existing structures to give advice regarding disorders. It would appear that this should be considered when determining any procedures involved in developing guidelines or responding to campus disorders. It is important, however, that if existing structures are to be used they must be examined with respect to their ability to respond quickly and accurately.

It is evident by the number of significant differences that existed within groups and between perceived faculty and personal response means that some channels for effective communication must

be developed. It was apparent the opportunities for communication development must be between students and faculty, students and administrators, students and the community in which they reside, and between the general public and faculty and administrators.

Data tended to reinforce the continued use of the participatory committee structures. All groups supported the use of student-faculty committees for policy development. University administrators must continue to exhibit faith in the structure to continue its effectiveness.

Consideration should be given to retaining an attorney to advise the university regarding legal problems that relate to campus disorders. All groups, and especially administrators, tended to support the use of attorneys concerning legal opinions; however, all groups were generally opposed to retaining an attorney for administrative advice. Based on these data, a viable alternative would be for administrators to secure legal opinions regarding university action but to pursue action congruent with the goals and purposes of the university rather than to use only legal advice as basis for dealing with campus disorders.

Although faculty did not indicate a need in the area of improved understanding of students, consideration should be given to providing seminars for faculty members concerning the college student to improve understanding and communication.

Further consideration needs to be given to adopt ways of keeping the faculty, other members of the university community and the

local townspeople informed of what is happening on the campus. Special efforts, specifically in relation to campus disorders, should be made to provide accurate information about what is happening prior to, during, and after a campus disorder. A majority of all groups in the study supported the creation of an information center during crisis periods. It may be valuable to establish an emergency information center to help reduce some of the rumors and questions that tend to surround campus disorders.

Based on data presented, the student affairs staff should not be the only ones handling campus disorders. Attempts should be made to involve other university groups in constructive ways. Data indicate that the use of student marshalls may be more effective in dealing with campus disorders than faculty marshalls. It is important, however, that regardless of which group or combination thereof is used, they should be provided with some guidelines for working with campus disorder situations.

In any event, if faculty or students are to be used for identifying disorder participants, their effectiveness would have a tendency to decrease.

Because of the highly significant amount of student support, consideration should be given to taking class time to discuss campus disorder issues. Based on responses to other questions concerning communication during disorders, the classroom appears to provide one of the most significant opportunities for constructive interaction.

Campus judicial systems should be analyzed to determine their capabilities of adjudicating violations of university policies related to campus disorders. The study indicated a lack of agreement on whether a campus judicial system consisting of both faculty and students was capable of handling violations of university policy.

Also, consideration should be given to the development of systems of fair procedures and due process for handling violations of university policies by a faculty member.

Recommendations for further study may include a factor analysis of this study, expansion of the size and scope of the current study, more intensive studies regarding developing communication channels between all groups, and a study of the policies and procedures for dealing with campus disorders.

SUMMARY

The purpose of the study was to determine the attitudes of selected groups toward the faculty role in campus disorders from the point of view of attitude, participation, interaction, role assumption, classroom relationship, accountability and follow up to disorders.

A review of the literature revealed little definitive research in the area. Subject related areas, which provided supportive data, were governance, academic policy making and disruptions. Major recommendations regarding the role of faculty in campus disorders have resulted from studies conducted by The Center for Higher Education, The University of California at Berkeley, ACE and the Presidential Commission on Campus Unrest.

The review pointed out the need for organizational structures to handle campus disorders, an active role for the faculty in campus governance, clarification of university policies and a general need for improved communication among all members of the community.

The study involved a random sample of 150 undergraduate Iowa State University students, 150 Iowa State University faculty members and 150 Ames residents. Also included in the sample were 80 Iowa State University administrators.

These groups were surveyed by questionnaire to determine their attitudes toward the role of the faculty in campus disorders and how they perceived the faculty responding to the role of faculty

in campus disorders.

The attitude survey was developed with the help of committee members, students, faculty, administrators and Ames residents. A scale of agree strongly, agree, undecided, disagree and disagree strongly was used for response purposes.

For the purposes of the attitude survey, the responses were divided into five categories. The categories were: faculty attitudes relating to disorder, the preventive role of faculty in disorders, faculty involvement in disorders, post disorder responsibility and faculty rights.

Responses were statistically treated by groups to determine differences between groups on their own personal views and the perceived views of faculty. Comparisons were also made between a group's personal response and their perceived faculty response. The tests used to make these determinations were: ANOVA, Scheffes' test, Chi-square Test of Independence, means, standard deviation and percentages.

A majority of all groups indicated that they thought faculty were concerned and had some degree of involvement in responding to a statement concerning the faculty attitude toward campus disorders. Faculty were more supportive (57 percent) of this than were students (33 percent) in their response to the six categories of involvement.

Significant differences were noted among the responses of groups on 32 of the 46 statements regarding the role of faculty

in campus disorders. Twenty seven significant differences were found among the responses of groups for the perceived faculty response area.

Students' personal responses and their perceived faculty responses were significantly different on 34 of the 46 statements. Administrators personal responses and perceived faculty responses were significantly different for 13 statements. Ames residents personal responses and perceived faculty responses were significantly different on 27 of the statements and faculty members responses different on 18 statements.

The Chi-square test revealed significant differences for 26 of the 46 statements in the personal response category and 18 of the 46 statements for the perceived faculty response category.

Analysis of the statements with significant differences in the personal response category indicated that students and administrators had significantly different means on 21 of the 34 statements that had significant differences among groups. Students and faculty means were significantly different 15 times and students and Ames residents different 17 times. Ames residents means were significantly different from faculty and administrators 12 and 15 times respectively. Faculty members and administrators means were significantly different on only one statement.

For the perceived faculty response category, significant mean differences occurred twice between students and Ames residents, 15

times between administrators and students, 12 times between students and faculty, 7 times between Ames residents and faculty and 10 times between Ames residents and administrators. No significant different means existed between the faculty and administrative group for the perceived faculty response category.

Administrators (mean score 3.03) and faculty (mean score 3.30) agreed that the public's respect for the professional reputation of faculty has decreased. Although Ames residents (mean score 4.12) did not agree quite as strongly, students (mean score 5.16) tended to disagree with the statement.

A total mean score of 3.21 indicated that all groups agreed that most faculty are uncomfortable about campus disorders.

Total group responses indicated that most campus disorders appeared to cast students against the faculty, administration and regents rather than the students and faculty against administration and regents. The total mean scores were 4.21 and 5.71 respectively.

All groups (total mean score 3.15) agreed that most faculty tend to support policies that will allow them to concentrate on classroom instruction without any disruption. Administrators agreed the strongest with a mean score of 2.76.

Data indicated that all groups (total mean score 5.93) generally disagreed that the involvement of students in faculty recruitment, promotion and evaluation will tend to help reduce campus disorders. Faculty (mean score 6.89) and administrators (mean score 6.80) disagreed more strongly than the other two groups.

Faith appeared to be exhibited in the use of student-faculty

committee system as a means of developing policies for campus disorders before they occur. The total mean score was 3.27.

A lack of general agreement (total mean score 4.41) was noted in examining data regarding the use of a university community senate to handle issues that may lead to campus disorders.

All groups disagreed that a unionized faculty would tend to be more effective in dealing with campus disorders. Administrators and faculty disagreed the most strongly. Their mean scores were 7.91 and 7.51 respectively.

The total mean score of 3.95 reflected the attitude among all groups that the university should employ an attorney to help solve legal problems that relate to campus disorders.

Students and faculty tended to disagree the most strongly (mean scores of 7.52 and 7.19 respectively) that state legislative controls would help promote unity among the faculty and help reduce campus disorder.

In the faculty involvement category all groups (mean score 3.77) indicated faculty members should feel a responsibility to inform their immediate superior if they become aware of a potential campus disorder. Ames residents (mean score 2.82) and administrators (mean score 2.25) supported the statement more strongly than students or faculty.

Based on the data, it appears that all groups view student marshalls as being much more effective than faculty marshalls and that all groups agreed that more than just student affairs staff

members should be involved in handling campus disorders.

All groups (total mean score 2.53) agreed strongly that other than in the case of extreme emergency the national guard and highway patrol should not be used to quell campus disorders.

Groups other than students agreed that faculty should identify, for disciplinary action, students who have violated university policies during a campus disorder.

Although no consensus of agreement was indicated concerning the adequacy of judicial boards to handle campus disorder cases it was apparent that if campus judicial systems were to be used both faculty and students should be involved.

According to the data presented, all groups (total mean score 6.39) disagreed that faculty should not be allowed to be a part of a legal on-campus protest concerning a university issue. They also disagreed even more strongly (mean score 7.08) that they should not be allowed to be a part of a legal off-campus protest. However, data also indicated that all groups, with the exception of students (mean score 6.09), agreed that faculty should be dismissed for taking an active part in an illegal demonstration on campus. Mean scores for Ames residents, administrators and faculty were 3.48, 3.54, and 3.94 respectively. Ames residents agreed (mean score 3.78) that faculty should be dismissed for participating in an illegal demonstration off-campus but the other three groups disagreed with the statement.

Data concerning the accountability of a faculty member re-

vealed that all groups, except administrators, ranked students first. Although students were second, administrators ranked a faculty members' accountability to his university as number one. All groups ranked the public last.

In the perceived faculty response category, however, only the administrators perceived faculty as ranking students first. Students and Ames residents perceived faculty members as ranking their profession first. Student groups perceived faculty as ranking students third.

As a result of analyzing the data, consideration should be given to developing guidelines and procedures for responding to campus disorders, improvement of communication within the existing university community, and the more effective use of current organizational structure for dealing with problems.

Consideration should also be given to ways to keep members of the campus community informed regarding what is happening during a campus disorder, the use of outside agencies and advisory groups regarding handling a disorder and the actual use of faculty during a campus disorder.

Guidelines and procedures should also be developed dealing with campus judicial procedures for both students and faculty following a campus disorder.

A further examination of the entire subject area indicated a need to further study the role of the faculty member in dealing with campus disorders and their impact on the university community.

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APPENDIX A: INTRODUCTORY LETTERS

January 29, 1971

Dear ISU Student:

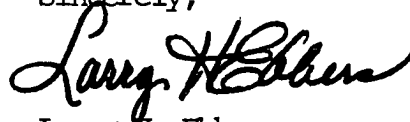
You have been selected to participate in a research study concerning the faculty role in campus disorders. The purpose of this study is to provide some insight into the role of the faculty in campus disorders as perceived by members of the university community.

The data received from this questionnaire will be used for the purpose of the author's dissertation as a partial fulfillment of the requirements for a PhD. in Education, from Iowa State University.

This research study is being conducted under the direction of Dr. Ray Bryan, Professor in Charge of Professional Studies in Education; Dr. Milton D. Brown, Associate Professor of Education; Mr. C. E. Bundy, Professor and Chairman of Agriculture Education; Dr. W. L. Layton, Vice President for Student Affairs; Dr. C. Arthur Sandeen, Dean of Students; and with the cooperation of Dr. George Christensen, Vice President for Academic Affairs.

Please return the questionnaire in the enclosed envelope by February 12, 1971. Thank you very much for your cooperation.

Sincerely,

A handwritten signature in black ink, appearing to read "Larry H. Ebbers". The signature is fluid and cursive, with the first name "Larry" being more prominent.

Larry H. Ebbers
Assistant Director of Residence
1208 Friley Hall

January 29, 1971

Dear Ames Resident:

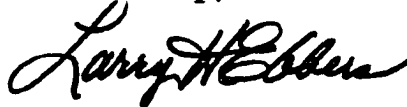
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Please return the questionnaire in the enclosed envelope by February 12, 1971. Thank you very much for your cooperation.

Sincerely,

A handwritten signature in cursive script, reading "Larry H. Ebbers".

Larry H. Ebbers
Assistant Director of Residence
1208 Friley Hall

January 29, 1971

Dear ISU Faculty Member:

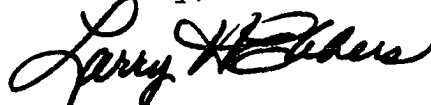
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Sincerely,

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Larry H. Ebbers
Assistant Director of Residence
1208 Friley Hall

APPENDIX B: QUESTIONNAIRE

ALL INFORMATION WILL REMAIN CONFIDENTIAL

No. _____ Age _____ Sex _____ Marital Status _____
(For Code Identification only)

Highest Degree Held _____

IF YOU ATTENDED COLLEGE (undergraduate), PLEASE FILL IN THIS SECTION

Public _____ Private _____

Size of institution at time of your enrollment: 0 to 1500 _____

1500-5000 _____ 5000 to 10,000 _____ 10,000+ _____

Location of College (state) _____

COMPLETE THE FOLLOWING APPROPRIATE SECTION

FACULTY

Department _____ College _____

Rank _____

% of Time Allocated (this quarter):

to Administration _____ % to Research _____ %

to Teaching _____ %

If Teaching, % of time allocated to:

Undergraduate Students _____ %

Graduate Students _____ %

STUDENT

Classification (year) _____

Curriculum _____ College _____

COMMUNITY (non-university)

Occupation _____

For the purpose of this study:

169

Campus Disorders shall be defined as any interference with the ability of others to conduct their rightful business. (Examples - interference with academic activities, interference with the right of persons to speak or hear others speak, obstructive sit-ins, blockading of campus recruiters, etc.)

Faculty shall be defined as those staff members with the rank of assistant professor or above who are actively engaged in teaching or research. Administrators (e.g.: Vice Presidents, Deans, Directors, Student Affairs Staff) should not be considered as faculty members for the purpose of this study.

On the left hand side of the questionnaire, please circle the answer as to how you personally think about the issue. On the right hand side, circle the answer as to how you think the faculty feel about the issue.

ALL INFORMATION WILL REMAIN CONFIDENTIAL

AS - Agree Strongly					A - Agree	U - Undecided	D - Disagree	DS - Disagree Strongly						
<u>How you personally feel about the issue</u>										<u>How you think Faculty feel about the issue</u>				
AS	A	U	D	DS	1. Most faculty are discontented about the conditions of American society.					AS	A	U	D	DS
AS	A	U	D	DS	2. Most faculty tend to agree with campus disorder issues relating to the Viet Nam War.					AS	A	U	D	DS
AS	A	U	D	DS	3. Most faculty tend to agree with campus disorder issues relating to racism.					AS	A	U	D	DS
AS	A	U	D	DS	4. Most faculty tend to agree with campus disorder issues relating to student social regulations.					AS	A	U	D	DS
AS	A	U	D	DS	5. Most faculty are uncomfortable about campus disorders.					AS	A	U	D	DS
AS	A	U	D	DS	6. Most campus disorders appear to cast the students and faculty against the administration and regents.					AS	A	U	D	DS
AS	A	U	D	DS	7. Most campus disorders appear to cast the students against the faculty, administration and regents.					AS	A	U	D	DS
AS	A	U	D	DS	8. The concerns of most faculty tend to be so specialized in nature that faculty have little effect upon reducing campus disorders.					AS	A	U	D	DS

AS - Agree Strongly					A - Agree	U - Undecided	D - Disagree	DS - Disagree Strongly		
How you personally feel about the issue					170					
					How you think Faculty feel about the issue					
AS	A	U	D	DS	9. Faculty members who have been at the university the longest tend to exhibit more institutional loyalty by supporting the institutional point of view during campus disorders.	AS	A	U	D	DS
AS	A	U	D	DS	10. In the event that a campus disorder occurs faculty should feel a responsibility to help quell the disturbance.	AS	A	U	D	DS
AS	A	U	D	DS	11. Most faculty will not really become concerned about campus disorders until their classrooms are disrupted.	AS	A	U	D	DS
AS	A	U	D	DS	12. Most faculty tend to support policies that will allow them to concentrate on classroom instruction without any disruption.	AS	A	U	D	DS
AS	A	U	D	DS	13. If more faculty time were devoted to informal interaction with students outside the classroom, campus disorders would tend to be reduced.	AS	A	U	D	DS
AS	A	U	D	DS	14. Faculty should initiate seminars on the developmental problems of young adults to help understand and work with development of students as one means of reducing campus disorders.	AS	A	U	D	DS
AS	A	U	D	DS	15. If faculty initiated opportunities for students to earn academic credit for working on community projects directly related to their academic work, campus disorders would tend to be reduced.	AS	A	U	D	DS
AS	A	U	D	DS	16. Most faculty know very little about what is going on in institutional affairs except within their own discipline.	AS	A	U	D	DS
AS	A	U	D	DS	17. Most faculty care very little about what is going on in institutional affairs except within their own discipline.	AS	A	U	D	DS
AS	A	U	D	DS	18. Most faculty have an indifferent attitude toward the student outside his discipline or college.	AS	A	U	D	DS
AS	A	U	D	DS	19. A university senate consisting of students, faculty and administrators given a responsibility and a charge to resolve policies could be effective in handling campus issues that may lead to disorders.	AS	A	U	D	DS

AS - Agree Strongly					A - Agree	U - Undecided	D - Disagree	DS - Disagree Strongly						
					171									
<u>How you personally feel about the issue</u>										<u>How you think Faculty feel about the issue</u>				
AS	A	U	D	DS	20. The Faculty Council should be a strong influence in the governance of the university during periods of campus disorder.					AS	A	U	D	DS
AS	A	U	D	DS	21. Student-Faculty committees offer one effective way of developing policies for campus disorders before they occur.					AS	A	U	D	DS
AS	A	U	D	DS	22. The university should employ attorneys to help solve administrative problems relating to campus disorders.					AS	A	U	D	DS
AS	A	U	D	DS	23. The university should employ attorneys to help solve legal problems relating to campus disorders.					AS	A	U	D	DS
AS	A	U	D	DS	24. State legislative controls and restrictions will tend to promote unity among the faculty and will tend to reduce campus disorders.					AS	A	U	D	DS
AS	A	U	D	DS	25. A university information center should be maintained during campus disorders to allow faculty members to know what is happening before, during, and after campus disorders.					AS	A	U	D	DS
AS	A	U	D	DS	26. The involvement of students in faculty recruitment, promotion and evaluation will tend to help reduce campus disorders.					AS	A	U	D	DS
AS	A	U	D	DS	27. A unionized faculty would tend to be more effective in dealing with or preventing campus disorders.					AS	A	U	D	DS
AS	A	U	D	DS	28. Graduate teaching assistants are more likely to be participants in campus disorders than full-time faculty members.					AS	A	U	D	DS
AS	A	U	D	DS	29. Effective student-faculty dialogue in the classroom will tend to reduce campus disorders.					AS	A	U	D	DS
AS	A	U	D	DS	30. Most faculty do not want any involvement whatsoever in dealing with campus disorders.					AS	A	U	D	DS

AS - Agree
Strongly

A - Agree

U - Undecided

D - Disagree

DS - Disagree
Strongly

172

How do you personally
feel about the issue

How you think Faculty
feel about the issue

AS	A	U	D	DS	31. Intellectual aloofness on the part of faculty tends to create an attitude among students which may lead to campus disorder.	AS	A	U	D	DS
AS	A	U	D	DS	32. In most campus disorders students have been encouraged to participate by some of the faculty.	AS	A	U	D	DS
AS	A	U	D	DS	33. The presence of faculty members participating in campus disorders will tend to "cool" the intensity of the demonstration.	AS	A	U	D	DS
AS	A	U	D	DS	34. Faculty should not be allowed to be a part of a legal off-campus protest concerning social issues.	AS	A	U	D	DS
AS	A	U	D	DS	35. Faculty should not be allowed to be a part of a legal on-campus protest concerning a university issue.	AS	A	U	D	DS
AS	A	U	D	DS	36. If faculty members become aware of a potential campus disorder issue they should feel a responsibility to inform their immediate superior.	AS	A	U	D	DS
AS	A	U	D	DS	37. Faculty should be involved in campus disorders as "faculty marshalls" to help keep a rational atmosphere.	AS	A	U	D	DS
AS	A	U	D	DS	38. Student marshalls, if available, would tend to be more successful at keeping a rational atmosphere than faculty marshalls.	AS	A	U	D	DS
AS	A	U	D	DS	39. The student affairs staff should be the only university personnel involved in handling campus disorders.	AS	A	U	D	DS
AS	A	U	D	DS	40. An ad hoc committee of faculty members should be formed during a campus disorder to advise the administration.	AS	A	U	D	DS
AS	A	U	D	DS	41. Faculty and students should organize and give leadership to rational discussion on the issues at the time of campus disorders.	AS	A	U	D	DS
AS	A	U	D	DS	42. Faculty should identify, for disciplinary action, students who have violated university policies during campus disorders.	AS	A	U	D	DS

AS - Agree
Strongly

A - Agree

U - Undecided
173

D - Disagree

DS - Disagree
Strongly

How you personally
feel about the issue

How you think Faculty
feel about the issue

AS A U D DS

43. Faculty should identify students involved in illegal acts committed off-campus that may be related to campus disorders.

AS A U D DS

AS A U D DS

44. Other than in case of an extreme emergency, the national guard and the highway patrol should not be used to quell campus disorders.

AS A U D DS

AS A U D DS

45. Faculty should be dismissed from their positions for taking an active part in an illegal demonstration on campus.

AS A U D DS

AS A U D DS

46. Faculty should be dismissed for taking an active part in an illegal demonstration off campus.

AS A U D DS

AS A U D DS

47. The public's respect for the professional reputation of the faculty has diminished because of the campus disorders that have occurred across the nation.

AS A U D DS

AS A U D DS

48. Most campus judicial systems consisting of faculty and student members are capable of handling persons accused of violating university policies during campus disorders.

AS A U D DS

AS A U D DS

49. Faculty should be members of disciplinary boards which hear student disciplinary cases relating to campus disorders.

AS A U D DS

AS A U D DS

50. Faculty should not take class instruction time to discuss campus disorders unless they are directly related to course content.

AS A U D DS

51. Please rank from 1 through 4 (with 1 being the most important) the order of responsibility of a faculty member:

How you personally
place the rank

How you think Faculty
place the rank

A faculty member is responsible to his profession

A faculty member is responsible to his public

A faculty member is responsible to the students

A faculty member is responsible to the university

52. After viewing campus disorders nationwide over the past few years, which term best describes the attitude of the faculty. (Check one). ¹⁷⁴

Apathetic	_____
Concerned, but not ready to be involved	_____
Confused	_____
Concerned, with some involvement	_____
Responsible and active	_____
Other (please list)	_____

Please feel free to write any comments that you may have regarding any of these questions or the issues in general.